

THE AMERICAN  
*School Board Journal*  
A PERIODICAL OF SCHOOL ADMINISTRATION

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**In This Issue:**

- ★ Hope Fades for Adequate  
School Construction in 1952—*Tuttle*
- ★ Television in High Schools—*Helmick*
- ★ Preventive Maintenance for School Buses—*Belknap*
- ★ The School's Stake in Stabilization—*Exton*



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# THE AMERICAN School Board Journal

## *A Periodical of School Administration*

VOL. 123

NO. 6

### CONTENTS

Hope Fades for Adequate School Construction in 1952	Edward M. Tuttle	5
Continuity of Policy in School Administration	J. R. Shannon	19
Television in High Schools	Russell E. Helmick	21
Dangers of Education by Television	C. J. Dintelman	23
The Law, the Teacher, and the Child — III	Milton J. Cohler	24
Objections to Participative Administration	M. L. Story	26
New York State Again Endorses Merit Principle	Dwight E. Beecher	27
North Platte Builds Ten New Buildings and Additions		29
Citizens' Corporation Builds School	F. W. Hengstler	31
Evanston Township High School's Technical-Arts Wing	Ira E. Westbrook	32
Stony Brook Builds a Campus-Type Elementary School	Meldrim Thomson, Jr.	35
A Rural School Principal Meets His District	Herbert W. Schroeder	39
The School Furniture Problem	Edwin E. Niccolls	41
Preventive Maintenance for School Buses	Burton H. Belknap	44
The Formula Idea in Determining Salaries of School Executives and Supervisors	Otto W. Haisley	45
The School's Stake in Stabilization	Elaine Exton	49
Purchasing Peculiarities in 1951	C. R. Marchant	56

### EDITORIALS:

Destructive Criticism	48
The Business Executive's Status	48

### DEPARTMENTS:

School Administration News	52
School Law	54
School Finance and Taxation	58
Teachers and Administration	62
Personal News	62
New Publications for School-Business Executives	64
New Supplies and Equipment	70

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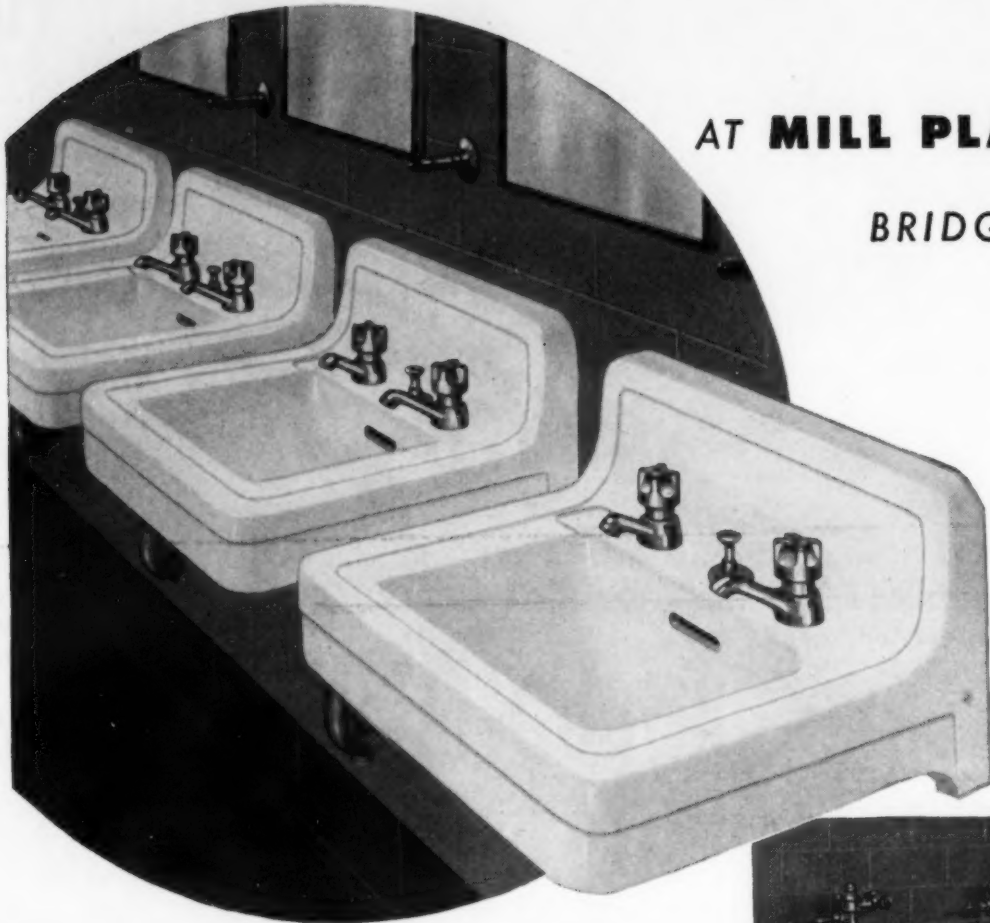
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## Hope Fades for Adequate School Construction in 1952 *Edward M. Tuttle*

By September, 1952, the nation will be short around 300,000 classrooms for the children who are required by law to attend its elementary and secondary schools.

In 1951 there will have been built between 40,000 and 41,000 classroom units, against an annual need for over 80,000, and a backlog shortage over a 20 year period of at least 250,000 units as of July 1, last.

September next, 1,690,000 more pupils will be enrolled in school than were enrolled last September. It will take 60,000 additional classroom units to accommodate them. Normally every year a minimum of 18,000 classroom units have to be replaced to offset disasters and obsolescence dangerous to health and safety.

Against this total need for between 325,000 and 350,000 classroom units, not over 41,000 are going to get built in 1952 under present policies controlling the allocation of critical materials, even with the most favorable conditions of delivery, weather, finance and other local construction factors.

The American people are waking up too late to prevent a real disaster to their schools and the denial to millions of children of the kind of education to which they are entitled and which they must be given if our country is to remain strong and free in the years to come.

### First Quarter Allocation

As reported in these columns last month, the original allocation (October 8) of steel for educational construction for the first quarter of 1952 was 81,000 tons. Within a few days, this amount was increased to 96,296 tons against an appeal for 255,400 tons by the U. S. Office of Education on the basis of applications in hand on October 1.

There followed the hearings before a subcommittee of the House of Representatives, and the passage of the Senate and House resolutions, which are described below. After Congress adjourned there began a series of conferences between the Defense Production Administration and the U. S. Office of Education regarding further increases in first quarter allocations to schools. Decision was promised by the DPA not later than November 7, but on that date it was postponed to November 15, too late to be reported at this writing (November 8). Meantime, however, the DPA prepared a "Summary Statement on First Quarter, 1952, Allocation of Controlled Materials for the School and Library Construction Program," which is

being sent in reply to the numerous inquiries they are receiving. This statement reviews the reasons for setting the allocations where they are and says that "the Defense Production Administration takes full responsibility for making the decision on the first quarter, 1952, allotment to the program."

### Action by Congress Before Adjournment

October 16-19, inclusive, the special subcommittee on Critical Materials (Bailey, W. Va.; Morton, Ky.; Tackett, Ark.) of the House Committee on Education and Labor, held a series of public hearings which brought this whole matter into the open.

On the 16th, the committee heard U. S. Commissioner of Education Dr. Earl J. McGrath explain the difficulties in filling the flood of legitimate applications for construction permits with the small amounts of materials allocated to date. He stated that "even a 100 per cent fulfillment of construction schedules would fall far short of providing an adequate number of classrooms."

On the 17th, the National School Boards Association submitted a concise statement of the problems faced by local boards of education in building and equipping anything like an adequate number of classrooms to meet the current shortage and the impending demand. It pointed out that "over the past twelve months public school boards and the forces of education generally have striven valiantly to carry out their plans for providing adequate facilities, but have discovered with growing dismay that construction is gradually slowing down, or is standing still, or is not being permitted to start under the governmental restrictions on critical materials which have been imposed." It protested "the short-sighted and wholly unrealistic policy of doling out materials for educational construction in dribbles." It cited the warnings sounded by many of our greatest leaders, both civil and military, that "to neglect our schools at a time when we need them most would constitute a victory by default for those forces in the world which are seeking to destroy us" and that "a strong and efficient system of universal public education is on a par with adequate military preparedness in the defense and safeguarding of our American way of life." And it concluded: "Boards of education do

not arrive at the point of building schools until their constituencies are convinced beyond any shadow of a doubt that the construction is necessary and have provided the legal means to accomplish it. There is little question of relative essentiality among applications for school building projects. They are all essential, and should not individually have to plead for the materials of construction. The Congress should make certain that the leaders of our governmental agencies are clearly instructed once and for all as to the essentiality of educational construction to the welfare of the nation, and that they must make full provision therefore."

The following day, October 18, while the Bailey subcommittee was taking testimony as to the needs of higher education, Senator Hubert H. Humphrey of Minnesota introduced Senate Resolution 225 which was passed by a voice vote without opposition, as follows: "Resolved, That it is the sense of the Senate that the National Production Authority and the Defense Production Administration should reconsider its allotments of steel, copper, and aluminum, in such manner as to provide a greater quantity of such metals and products fabricated from such metals for the construction of and additions to schools and hospitals as may be required better to protect the health and educational standards of the Nation."

On the final day of the hearings, October 19, the subcommittee heard DPA and NPA Administrator Manly Fleischmann defend the limited allocations of critical materials to schools on the ground that more could not be assigned at this time because of the particularly acute shortage, especially of structural steel, which would probably last until the end of 1952. Chairman Bailey pointed out that nearly half of the membership of the House of Representatives had either appeared before the subcommittee or had submitted written statements outlining the critical needs of their districts and urging corrective measures. Upon the conclusion of the hearings, Mr. Bailey introduced House Resolution 474, similar in substance but more detailed than the Senate Resolution and it was passed that same day by a voice vote.

These Congressional resolutions are of tremendous significance. Nothing short of a major national emergency could command such unqualified support from both houses

(Continued on page 6)

(Continued from page 5)

of Congress. For the moment Defense Production Authorities appeared to be impressed. But Congress adjourned on October 20 and went home, and in the weeks that followed negotiations between the Office of Education and the DPA-MPA have brought no positive results up to this writing.

### The Question of Substitute Materials

On November 1, the executive secretary of the National School Boards Association received a letter under date of October 29 from Defense Mobilizer Charles E. Wil-

son. After stating that the Office of Defense Mobilization is "more concerned over the problem of allocating for school construction than over practically any other non-military allocation problem because education is something that cannot be postponed," the letter went on to say:

"We are convinced that the amount allocated is sufficient to take care of essential elementary and secondary schools if the buildings are designed so as not to require structural steel, and to require only a minimum of other critical materials. x x x Effective use of non-critical materials, particularly masonry, will make possible the construction of several times the

volume of school buildings, with the amount of structural steel available, that could be built with conventional structural steel design. x x x If you will use your great influence with school boards of the country to encourage them to use non-critical materials you will do a great deal to increase the volume of school building which can proceed within the limits of the materials which we can make available for that purpose."

Fortunately, a copy of this letter reached me while I was in Washington on November 5, in the middle of a two week's trip to meetings in seven states. I spent the day conferring with leaders of MOE and of the U. S. Office of Education as to the facts with regard to the suggestions made by Director Wilson, and then discussed the matter with N.S.B.A. President F. H. Trotter over the telephone.

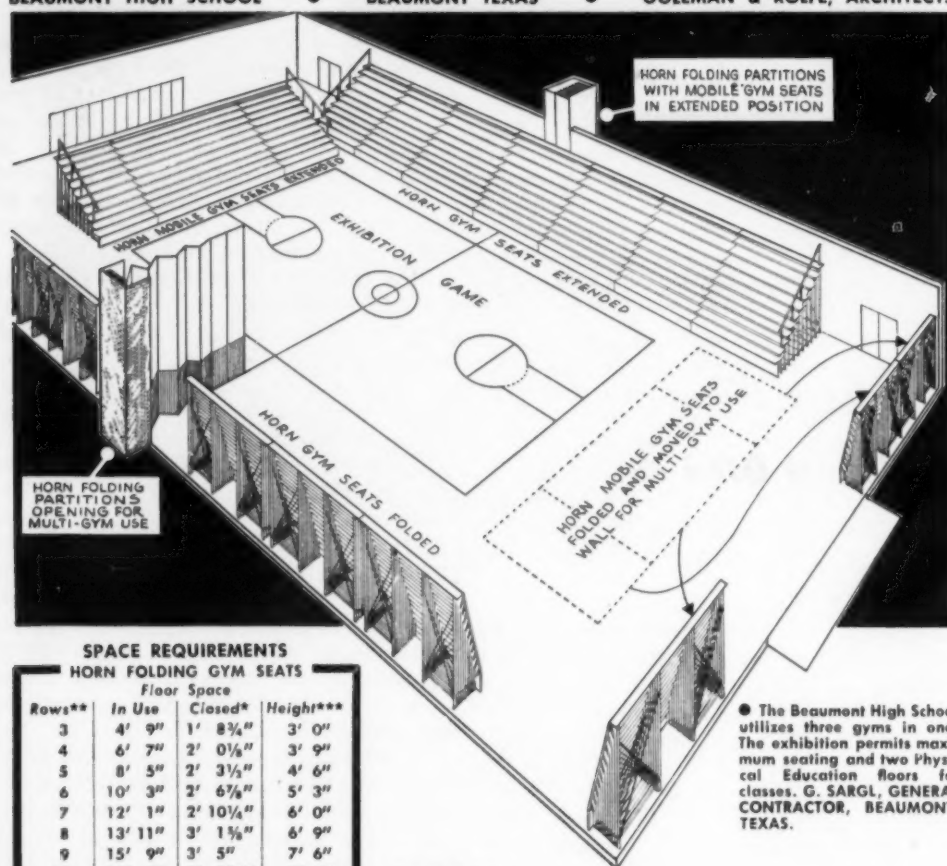
Let it be clearly understood that boards of education desire and expect to co-operate with the Office of Defense Mobilization in every possible way, but on the other hand they also have a responsibility to warn the people of America that school facilities are being seriously curtailed in the face of an unprecedented need, and that a generation of children is facing sub-standard educational opportunities which cannot be justified under any conditions short of all-out, total war.

There are definite limits to the substitution of noncritical materials in school construction, and it is wishful thinking to suppose that "several times the volume of school buildings" can be constructed by this device, unless we are to resort to the erection of less suitable and temporary types of buildings which again cannot be justified with the use of the taxpayers' money unless our nation becomes involved in total war.

In these columns last month it was stated that experience showed the use of approximately 300 tons of steel for each 1 million dollars of school construction. Of these 300 tons, 65 to 70 tons were structural steel. These amounts were indicated in the initial volume of applications for construction permits received by the U. S. Office for the third and fourth quarters of 1951. Practically all of these projects were the result of months of planning and preparation before the Controlled Materials Plan went into effect, and could not be rejected wholesale and returned for restudy without setting school construction hopelessly at a standstill. Plans running above average in requirements for critical materials have been and will continue to be subject to close scrutiny and challenge for restudy.

The combined efforts of school boards and school architects are resulting in a steady reduction of critical material requirements in plans now maturing. At present writing, the average of the applications being received by the U. S. Office

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6	10' 3"	2' 6 7/8"	5' 3"
7	12' 1"	2' 10 1/4"	6' 0"
8	13' 11"	3' 1 1/4"	6' 9"
9	15' 9"	3' 5"	7' 6"
10	17' 7"	3' 8 3/4"	8' 3"
11	19' 5"	3' 11 3/4"	9' 0"
12	21' 3"	4' 3 1/4"	9' 9"
13	23' 1"	4' 6 1/2"	10' 6"
14	24' 11"	4' 9 7/8"	11' 3"
15	26' 9"	5' 1 1/4"	12' 0"
16	28' 7"	5' 4 3/4"	12' 9"
17	30' 5"	5' 11 3/4"	13' 6"
18	32' 3"	5' 11 3/4"	14' 3"
19	34' 1"	6' 2 3/4"	15' 0"
20	35' 11"	6' 6 1/4"	15' 9"
21	37' 9"	6' 9 1/2"	16' 6"
22	39' 7"	7' 0 7/8"	17' 3"
23	41' 5"	7' 4 1/4"	18' 0"
24	43' 3"	7' 7 1/2"	18' 9"
25	45' 1"	7' 11"	19' 6"
26	46' 11"	8' 2 3/4"	20' 3"
27	48' 9"	8' 5 3/4"	21' 0"
28	50' 7"	8' 9 1/4"	21' 9"
29	52' 5"	9' 0 1/2"	22' 6"
30	54' 3"	9' 3 3/4"	23' 3"

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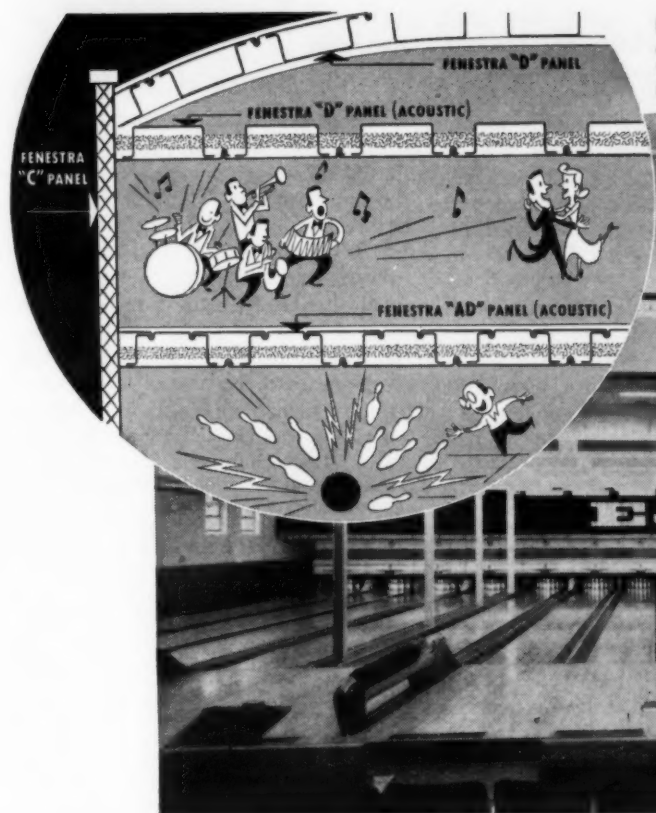
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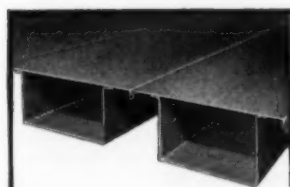
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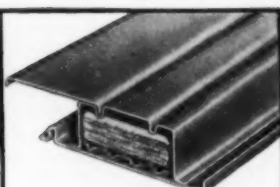
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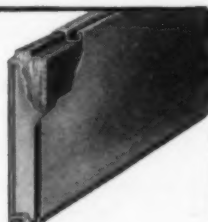
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(Concluded from page 6)

is down to between 250 and 255 tons of steel per 1 million dollars of construction, of which about 50 tons are structural steel. Dr. Nelson E. Viles, U. S. Office authority on school plant management, believes that it may be possible by continued effort as time goes on to reduce the total steel requirement to around 210 tons per 1 million dollars, but that structural steel will have to stay in the neighborhood of 50 tons, or between 20 and 25 per cent.

There are sound reasons why the use of steel cannot go below these averages. Building codes set up definite legal standards in the interest of safety and permanence. In big cities, more steel is required

to meet these standards, and a very high percentage of the school construction needed today is in big population centers. California, with its threat of earthquakes, calls for the use of more steel in school construction, and is responsible for a large number of construction applications because of abnormal population increases in that state. Concrete construction must be steel-reinforced to be safe. The use of laminated wood trusses is limited by length of span and other items. School boards dare not disregard these considerations, but are urged again to do their utmost in consultation with architects and builders to design school construction which will meet their needs and at the

same time call for a minimum of critical materials.

### The Threat of Black Markets

There are persistent and growing rumors of an increasing black market in controlled materials, particularly steel. This subject did not come up directly in the hearings before the Bailey subcommittee in October, but is one that may need to be thoroughly investigated when Congress reconvenes. Assurances are reaching some school boards and architects from contractors, warehousemen, brokers, and others that there is plenty of foreign steel to be had outside of governmental controls, but that of course it can only be had at a premium.

If this condition exists, and can be proved, it will constitute a serious indictment of the whole controls program. Perhaps we might wink at the resort to black-market supplies and prices by private enterprise intent on inflationary profits, but what about the use of public money in such a manner? When school boards grow desperate in their efforts to secure needed construction under compliance with governmental controls that allow only a fraction of what is required, are they ever justified in wasting the taxpayers' money to pay hold-up prices for what, in the public interest, should be provided with governmental assistance? The answer to this should be "No," and the solution of the problem lies again in allocating more nearly 100 per cent of the critical materials needed for educational construction, equipment, and supply.

### What Are We Going To Do?

The letters and pronouncements of the DPA and NPA authorities seem to indicate that they feel in a better position to judge what America should have at this time in the way of educational construction and equipment than can the school authorities, members of Congress, and the people of America generally. The chances are strong that they do not intend to increase the allotment of 96,296 tons for the first quarter of 1952 by any appreciable amount. There may be an additional "dribble," designed, like a bottle given a crying baby, to pacify momentarily and stop the howl.

The howl is not going to stop. Instead it is going to grow louder and louder until it can no longer be disregarded with impunity. Planned school construction that is not permitted to start in the first quarter of 1952 cannot possibly be ready for occupancy next September when those 1,690,000 new pupils will demand admission. Then the tremendous shortage of classroom units will become clear to even the most apathetic citizen.

Warnings that such a situation might develop have been given for over a year by the National Conference for Mobilization of Education and by its component organizations including the National School Boards Association. They have been accused more than once of crying "wolf." It appears to be well-nigh impossible to convince America's leaders of an impending calamity until they stand on the brink and gaze into the actual abyss.

The school crisis is such a calamity, nationwide, and in September, 1952, and in each succeeding September, unless we speedily modify present policy and adopt heroic corrective measures, the abyss will widen and deepen.

If those in whose power it lies to relieve this crisis and to re-establish the public schools on such a basis that they truly become "our first line of defense" will not do so voluntarily with foresight and courage, one course still remains. That is to press early in the second session of the 82nd Congress for a bipartisan amendment to the Defense Production Act which will make it mandatory to give school construction and equipment a priority on a par with military and industrial defense.

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# Continuity of Policy in School Administration

*J. R. Shannon\**

John Sherman disliked Ben Sorenson from the time of their first contact, and, it seemed, Ben felt the same way toward John.

Ben was a few years older than John and had been graduated from college ahead of him, but during the years when their college careers overlapped, the two stalwarts were opponents in classes, in school activities, and in campus politics. Neither had any compunction against striking the other beneath the belt in any interfraternity or personal feud.

Such being the feeling between the two men, no mistake could be more serious than their holding the same school superintendency, one after the other, when they were older and eligible for administrative responsibilities. But Mr. Sherman, in his youthful impetuosity, still had that lesson to learn when he succeeded Mr. Sorenson as superintendent of schools at Tangerville.

Mr. Sorenson had been phenomenally successful, in the opinion of the majority of parents, pupils, and taxpayers of Tangerville, but he had been at loggerheads with the school board. Nothing, therefore, gave Mr. Sherman more cussed delight than to play in with the board to obtain his first superintendency.

That was a rough year for John Sherman. He referred later to his having served six years in Tangerville that winter. And, indeed, he really got the equivalent of six years' experience. If it is true that one learns from his mistakes, John got six years worth in one.

But following Ben Sorenson would have been a rough experience even for a more

mature superintendent. Ben stirred up a constant agitation through letters to his friends, who, in turn, were anti-school-board. Ben had been fired, and anybody who crossed Ben's path was in a hornets' nest, willy-nilly. Ben was not the type of man to accept defeat lying down.

John Sherman, with equal tactlessness and bad ethics, struck back at Ben and Ben's admirers. When some townsman — with either innocent or ignoble motives — reminded him, "This is not the way Mr. Sorenson would have done it," John retorted, "Mr. Sorenson is not superintendent here any more. He was fired, you know."

In the Tangerville situation, Ben and John were equally guilty. Ben took the position that nobody could — or should — succeed as he had succeeded. John, on the other hand, seemed to assume that Tangerville had never had a superintendent before he came and that it was his professional and moral duty to make the system over in the image of his ideal all in a single year.



## A Second Example

John had one advantage over Ben: he had the support of the school board. He moved on to bigger and better superintendencies thereafter, therefore, but Ben's one and only superintendency was in Tangerville. John's next incumbency was at Brighton.

Brighton was a bright spot in John Sherman's career. It was there that he had his first real success. By the time he went there he was more mature and had the benefit of his "six years' experience" at Tangerville. His predecessor tried neither to help nor hinder him, and he, in turn, tried neither to help nor hinder the prestige of his predecessor. Each sawed wood in his own corner happily and allowed the other to be happy.

The outstanding achievement during John Sherman's administration in Brighton was the construction of a new high school building and the reorganization of the system on the six-six basis. Brighton's reorganization was the first in the state in which a six-year high school was housed in a building by itself, and the state superintendent pointed to Brighton as a model for small-school organization.

John Sherman's big mistake at Brighton consisted of resigning to accept a "better" superintendency elsewhere — at least, one that paid a higher salary — before the new reorganization had fully jelled. Suspecting he was making a mistake by not remaining at Brighton at least one more year, John tried hard to coach his successor, Burgess Huron, so that there could be continuity of policy at Brighton in spite of the break

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in administrative personnel. He argued that continuity of personnel was not necessary if continuity of policy were maintained.

Mr. Huron, however, was four years behind Mr. Sherman in professional sagacity; he stood on the same level of administrative advancement as Mr. Sherman had on going to Tangerville: he saw no point in co-operating with his predecessor, no value in continuity of policy.

The parallelism between Mr. Huron's going to Brighton and Mr. Sherman's going to Tangerville was not complete. It differed in two principal respects: (1) Huron's predecessor was eager to co-operate with him, and (2) his predecessor had made good with both the community and the school board. As a result, Huron's folly led to confusion in the school and to professional ruin for himself.

### Example Number Three

At Tangerville, both the outgoing superintendent and the incoming one chose not to co-operate with the other. As a result, both men, plus the school and the community, suffered evil consequences. At Brighton, only one of the tandem superintendents chose not to co-operate with the other, and he was the only one of the two who suffered evil consequences. But the school and the community suffered, nevertheless. It was in example number three where nobody suffered.

David Grover was a gentleman as well as a good schoolman. John Sherman was teaching in a small college in Danville

when, early in May, he was elected superintendent of schools to succeed Mr. Grover. The very next day after his election, Sherman called at Mr. Grover's office and was received with maximum cordiality. It was three weeks before the close of the school term, and every day during those closing weeks found Mr. Sherman visiting the Danville schools or conferring with Mr. Grover. Even after school closed and Mr. Grover had entered business in the capital city a few miles away, Mr. Sherman called on him for guidance in matters which had roots back in Grover's administration. It always was hard to tell which man enjoyed those conferences more, Mr. Grover or Mr. Sherman.

John Sherman underwent a lot of ripening as he advanced from Tangerville to Brighton to Danville. Ben Sorenson and Burgess Huron fell by the wayside and were lost sight of. Sherman was amenable to the basic principles of successful school administration, but Sorenson and Huron did not learn them in time to save their professional necks.

### Three Principles

The principles which John Sherman learned in time to salvage his career in school administration can be enumerated as three, although they can be grouped into one major concept: *continuity of policy in school administration*. If considered as three principles instead of one, they are:

1. No two men anywhere need co-

operate so much as two who hold the same school superintendency, one after the other.

2. A school superintendent's first year in a position is not the time for inaugurating many radical changes. The only exception to this is when the public and the school board are demanding a new deal, and such cases are rare. Even then, the superintendent should gradually ease over to a policy of more gradual change as soon as "the new broom has swept clean." Successful administration progresses only as fast as it carries the public with it. A new superintendent should not be too anxious to rock the boat and should not open his whole bag of new toys at once.

3. The chief objectives of a superintendent during his first year in a school system should be to earn the confidence of the school board and to learn his job.

### What Happened in Pasadena

A final example of the folly of violation of these principles attracted more attention than the series of experiences in the career of John Sherman. Basing conclusions solely on the account by David Hulburd in *This Happened in Pasadena* (Macmillan, 1951), it seems that both Mr. Hulburd and Willard Goslin could have learned a few lessons from John Sherman's primer. Regardless of the iniquity of the forces undermining Superintendent Goslin, there was in the situation a contributing disregard for continuity of policy in school administration.



Board of Education, Long Beach, L. I., New York

Members of the board, left to right, are: Jerome P. Murtha; Harold T. Gates; Superintendent David G. Salten; President Jack Sternbach; Nathan I. Kaminow; Sidney L. Helsinger.

The board has completed plans for the erection of a modern elementary-junior high community school at Lido Beach, New York. The structure will combine recent educational and architectural advances. The construction will avoid the use of critical materials and high costs and will require a minimum of maintenance expense. Funds for the building, amounting to \$2,500,000, were voted by the community last spring and the building will be put into use in 1953. Occupying a 36-acre site, it will accommodate 1,000 pupils, and will have 40 regular and special classrooms, with outdoor patios, and an auditorium to serve the community as a theater.



# Television in High Schools

Russell E. Helmick\*

Modern education received great impetus from the invention of the printing press. Indeed, it may be said that education as we know it would not have been possible without the printed word. Other developments have, of course, contributed to the expansion of the educational system. Among these may be mentioned improved transportation, the motion picture and similar visual developments, the telephone and telegraph, and radio broadcasting. The educational uses of these developments have been investigated in detail by researchers in education prior to World War II.

The principles underlying telecasting were generally understood by scientists before World War II, but developments in radar and similar devices received tremendous impetus from the necessity of defeating the enemy by means of every possible device. With the return to peacetime economy, commercial broadcasters in the radio field were quick to recognize and exploit the commercial and entertainment possibilities inherent in television. Telecasting stations were constructed in various parts of the country, television programs were designed and produced, and thousands of television sets were manufactured and sold to the American public.

Before World War II educators at all levels had become interested in visual and auditory aids to instruction. Of these the radio, the phonograph, and the motion picture were perhaps the most commonly used. With the development of television, it is only a natural and logical outcome that educators should be concerned with the educational uses of that medium which, like the motion picture, is both auditory and visual in character. In the field of education it is well known that techniques and methods which can be used in connection with any untried device or procedure must be developed after careful investigation and trial. Although the educational potentialities of television can be inferred from previous experience with related auditory and visual aids, more knowledge and information concerning television are obviously needed before either educators or commercial telecasters can fully exploit its potentialities to the best interests of boys and girls in the schools.

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## Has Television Possibilities?

Some educators in the past year or two have half seriously raised a question as to whether audio-visual aids, and especially television, have made obsolete the Mark Hopkins conception of education (the teacher at one end of a log and the student at the other). We are sometimes reminded that the log is now a million dollar plant and that the students in some classrooms may reach a thousand. The only sound conclusion is that radio, television, and other audio-visual aids have great possibilities for service in the hands of competent teachers.

A consideration of certain questions concerning instructional possibilities at the secondary level and the attitudes of secondary school teachers, supervisors, and superintendents toward television is important to the development of the medium for educational purposes. Evidence is needed to answer the question of whether television can or cannot, will or will not, be used to implement instruction in the high schools. Educators need to know how the medium can be used by the schools to enrich the educational offerings for future citizens. For the educator the financial, commercial, and public relations problems arising from the introduction and use of the medium are of especial concern. It might also be said that the broadcasting industry is vitally concerned with these and related problems.

## A Study of Telecast Programs

The writer surveyed the opinions and attitudes of educators toward television in the Greater Cincinnati television area. A questionnaire and a specially designed Likert type scale were used to gather data concerning the following questions:

- a) The use of television as an educational tool
- b) Practical curricular areas for the use of televised programs
- c) Other ways television may be used by the schools
- d) Amount of time for programs in the school schedule
- e) Willingness to help plan and give direction to programs
- f) Willingness to use the programs
- g) Acceptability for commercially sponsored programs

h) Payment for equipment to receive programs

In order to get authentic educator reaction to the actual use of television as a teaching tool, Station WLW-TV, in co-operation with the investigation and for the purposes of the study, planned four "in-school" telecasts designated as "Look-Learning" programs. The telecasts were 30 minutes in length, and scheduled at 10:30 a.m. on four different mornings. They were viewed by selected teachers and administrators from 14 schools, along with classrooms of pupils from each of the schools.

The first program in the series, entitled "This Is Television" was intended to illustrate the "on-the-spot" feature of television. It consisted of a television tour of WLW-TV, with two high school students being conducted through the station, accompanied by an announcer and followed by cameras.

Program two, "Nature Photography Is Fun," was for the purpose of illustrating television demonstration possibilities by explaining how to use a camera. It was conducted by a high school science teacher who showed different types of cameras and explained simple rules of operation. The show indicated how TV can be used for "see-how" teaching.

Program three, "The Etruscan Warrior," was designed to point out the use of local cultural resources as a supplementary educational device for which television may be used. Based on a small figure of an Etruscan warrior 2500 years old, the program was presented by the director of the Cincinnati Art Museum, and demonstrated the "master-teacher" idea of instruction.

The fourth program, "The Job Is Yours," was intended to indicate the use of personal community resources such as the specialist in a particular field. A personnel director (from National Cash Register of Dayton) interviewed a boy applicant for a job.

## Teachers Approve Results

A general summarization of educator reaction to basic questions forming the study reveals that 92 per cent of those questioned feel there is a place in the educational program for television programs designed for school use. The evidence in the study indicated that educators have a generally favorable attitude toward the use of TV as an educational tool, but that programs dealing with the current topics would be of the greatest value as a supplementary instructional aid. Only 35 per cent believed business and foreign

language subjects could be supplemented by TV, and only 18 per cent thought mathematics teaching could profit by TV techniques.

Most educators apparently see video programs as an opportunity for a closer relationship with the taxpaying public, and therefore about two thirds of them are willing that the schools allow certain of their activities—chiefly athletic events—to be televised. About one out of two respondents, however, believed the schools should receive payment for these privileges. Only one out of four nixed advertising as a means of paying the cost of telecasting athletic events. One out of three thought advertising of accepted services and products was O.K., but did not accept beer and tobacco products. Fourteen per cent of the respondents would not restrict any advertising in any way.

The majority of the educators believed that television will eventually be more widely used in the high school than radio as an educational tool, but not as widely used as film projection. Teachers of the more concrete or demonstrable subjects such as physical education, business, science, and industrial arts were more generally favorable to television than teachers of English, mathematics, etc.

Educators were found to be generally agreeable to change in the class schedule in order to use television programs and a high percentage of them were favorable to the placement of TV sets in the schools at the expense of the school budget. Eighty-four per cent of the educators favored provisions for weekly supplementary type programs and nearly half of them thought that advertisers of recognized products and services should be allowed to pay the costs. No soft drink, cigarette, or beer advertisers should be accepted, however, according to the teachers.

### More Study Needed

The group was hesitant about expressions as to the length of time to be allotted to educational programs by the TV stations, but 35 per cent judged 30 to 60 minutes as the average amount of time. The majority of teachers expressed a willingness to help plan educational TV features, but this willingness decreased for older teachers and teachers of mathematics, science, and foreign languages.

According to the opinions expressed by teachers who viewed the "Look-Learning" series of four programs, it appears that at this time technical limitations and lack of production technique will continue to influence the use of television in the high schools. Since the average attitudes of the teachers did not change to any marked degree in either direction of favorableness or disfavor before and after watching the trial programs, it can be assumed that they need more opportunity to see further pro-



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gram developments before they can definitely make up their minds how they regard TV for teaching. The evidence disclosed in this survey points to certain recommendations that should be effected in order that the fuller educational potential of television may be realized. There is manifestly a desire on the part of both educators and industry to learn more and better ways of using the medium to provide supplementary material for educational purposes. In order to obtain and capitalize upon the professional interest and to motivate the educator, it is recommended that the program development be based on broad content which will cut across subject categories.

Obviously a long period of experimentation will be required before television will become a vital factor in educational methodology. The elementary school may be the appropriate place for such experimentation, as there is less subject emphasis and a more pupil-centered curriculum. At any rate, the experimentation will be time consuming and costly, but a good education for future Americans cannot be secured cheaply.

### Three Useful Recommendations

It is recommended that consideration be given by both the educational profession and the television industry to further exploration of education-television possibilities. Critical analysis of TV programs by qualified groups is essential. This analysis, however, should not be supercritical, but for the purpose of revealing, "How can it be done better?"

It is recommended that an education-television council be formed consisting of teachers, pupils, parents, and representatives of the TV industry to study the chief educational needs of children and schools

that can best be supplied by television. Inclusion of pupils and parents in the council is harmonious with democratic planning procedures and representative of sound educational practice. Since this study indicates that educators tend to be conservative in their reactions toward the educational use of television, it is recommended that efforts to acquaint teachers with the possibilities of the medium be continued.

It is also recommended that study be given to the use of films in order to make TV more flexible in its educational use. By pooling and telecasting already existing educational films, a wider use of some good supplementary materials will be made possible to more schools. The "film pool" should certainly receive enthusiastic support by the smaller school systems.

While educators are cognizant of the fact that someone must pay the bill for television programming, they are not certain as to the character of this advertising which would be beamed to the classrooms. So, it is recommended that a program of research be undertaken for the purpose of establishing criteria which could be applied as an objective instrument in rating the suitability of various types of advertising for financing educational programs. This research should also consider the feasibility of other types of financing.

### DROPOUTS FROM PENNSYLVANIA SCHOOLS

A broad study of the reasons for dropouts in schools has been completed by Pennsylvania Branch of the National Association of Secondary School Principals, the Pennsylvania Department of Public Instruction and faculties of 184 selected schools in the state.

High-lighted in the study are:

1. A gain in holding power from Grades 6 to 12 of almost 30 per cent.
2. Still tragic losses as soon as the compulsory attendance period is ended.
3. Failure of some vital school subjects to commend themselves to potential early school leavers.
4. Opinions of former pupils on the school's help in successful living.
5. Pattern of factors that produce erosion in the fields of secondary education.

The reasons for quitting school were: more interested in work outside, 33.9 per cent; help needed for work at home, 22.7 per cent; needed to earn some money, 13.4 per cent; too many poor grades, 8.4 per cent; urged to quit by parents, 5.5 per cent; had trouble with teacher, 5.3 per cent; better training on a job, 4.2 per cent; could not get subjects wanted, 2.7 per cent; friends had quit school, 2.4 per cent; had trouble reading books, 1.8 per cent.

Forty-three secondary educators in Philadelphia reported reasons for dropouts fall in four categories: lack of interest, pupil frustration, adolescence, and financial reasons.



Several weeks ago my wife and I visited some friends who have a television set. They also have two children, a girl in the fourth grade, and a boy in kindergarten. These children are lively, normal children, but from the time they arrived home from school until their bedtime, with only a short intermission for the evening meal, we would never have known they were in the house had we not seen them when they came in. Their eyes were glued to the television screen. They sat crouched in chairs, or sprawled on the floor, but their attention, in whatever position, was focused solely on that screen. This was not something new. Their parents informed us that this had been going on ever since they have had the set—now some six months.

Fortunately, these children are in a home where some attempt is being made to give them training in proper habits and a proper upbringing. They did get to bed at 8:30 without too much argument. But what happens in homes where children have no regular hours and no regular bedtime? Even so, from four to six, and from 6:30 to 8:30 is four hours of uninterrupted visual education. Not counting extra time on Saturday and Sunday, this adds up to 28 hours a week—more time than is spent in school.

### Television as Visual Education

Few will disagree that visual-education materials, particularly the classroom film, properly used in the schoolroom, have made possible the greatest increase in teaching effectiveness in the history of education. If this premise is accepted what effect, then, is television having on the education of children? Whether we like it or not, whether it is good or bad, television is a form of visual education.

In most schools there is a definite purpose and a definite procedure when use is made of visual instruction materials. Television broadcasts, however, are not based on any conscious program of instruction at all. Programs are interrupted with fetching admonitions to buy Blitz Beer, to smoke Blank Cigarettes, to borrow from the Easy Loan Company, to use only 40 Way Cold Tablets, etc., etc.

The National Association of Educational Broadcasters, which is, incidentally, one of the agencies currently requesting the Federal Communications Commission to set aside certain TV channels for educational use, recently submitted a report on a study of television programs made by Dr. Dallas Smythe of the University of Illinois and Dr. Donald Horton of the University of Chicago. Under the supervision of Dr. Smythe, viewers sat in relays in a New York hotel room for seven days watching seven TV sets tuned to each of the New York stations. Here are some of their findings:

"No broadcast was made of serious

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# Dangers of Education by Television

C. J. Dintelman\*

music during the entire week. No time was given to American history, economics, architecture, sculpture, or child care. On weekdays, commercials took up 30% or more of the day's telecast. So-called children's programs got 12% of the time, but bore no relation in many cases to child needs. News was on 5% (including sports news and typed news bulletins). Religious programs received less than 1%, and public affairs got just 1%. The rest of the time was taken up chiefly with grade "Z" movies and variety shows. In many programs, violence of every form was dramatized."

### Are Effects Good?

Perhaps it is too early to predict the effects of all this on immature minds. Perhaps it is no worse than the radio fare we have been having or the movies or comic books, the effects of which have been a matter of much controversy. While many have argued that these things have bad effects on children and have been at least a contributing factor in many cases of juvenile crime and delinquency, others have argued that there have been no ill effects. It is interesting to note, however, that there have been no arguments proposing that all of these things have had any good effects. Such arguments, however, are missing the main point and are not what concern us most at this time. What we are concerned about is something less obvious but of possibly more long-time importance. It has to do with the psychological differences between children's usual reading and listening pastimes and the viewing of television programs. For the purpose of this argument, we might even assume that the programs are all good, wholesome entertainment. The big question is, should television be allowed to take the place of the child's reading interests, for that is exactly what it is doing in all too many homes.

### Reading vs. Television

Reading or listening is not a wholly passive mental occupation, but watching a television or movie screen is mostly passive. Reading or listening is a semi-creative occupation of the mind. The reader must employ his imagination; he must visualize for himself and interpret what is read in terms of previous experience. What he

brings to the written page out of his own experience and imagination is as important as what is written there. It involves the use of some effort on the part of the reader to meet the mind of the writer. Viewing a television program, on the other hand, is a purely passive thing. It does not involve any imagination in the same sense that visualization in reading does. In short, it does not provide any appreciable mental exercise.

Good reading has always been a stimulus to the imagination. The type of television programs currently being aired definitely are not stimulating creativeness, but they are obviously taking the place in most homes of whatever reading previously was being done. Adults probably will not be seriously affected, but what will be the effect on the development of the mental capacities of children growing up in the homes of television owners? This is a question that should be given serious consideration by all teachers and by all television owning parents.

There has been some tendency for the sale of reading materials of all kinds to decline in centers where television has been available. Should this tendency become a definite trend it could become a very serious problem in a world where there is already too little reading and where there is a greater need than ever before for the encouragement and development of creative imagination.

### The Essential Fault

We do not intend this as an argument against television as such, nor against television programming, bad as much of it is, but it should serve as a note of caution to parents not to permit television to exclude the development of good reading habits in their children. Properly used, television is a good thing. It is a boon to home entertainment, and can do much to reverse the trend of the past several decades which has been taking our children away from home for their entertainment. But television is not *creative* entertainment, and it should not be permitted to exclude the reading, the hobbies, games, and other more creative activities in which children have always normally engaged. Unless the amount of time children spend before the television screen in the average television owning home is drastically reduced, we may rapidly become a nation of nonreaders.





# The Law, the Teacher, and the Child—III



Milton J. Cohler, Ph.D.\*

## Special Assignments to Pupils

There is a marked distinction in law between the consequences of participation in an activity recognized as a part of the normal learning process and untoward events that may occur in carrying out assignments not strictly educational. On the one hand, a teacher who permits a pupil to water a plant when the activity is part of a science activity, could not be held to be negligent in case of accident resulting therefrom, assuming that no grossly negligent technique were recommended.<sup>11</sup> On the other hand, a teacher who gave pupils heavy labor to perform, such as moving a piano or lifting heavy objects, could be held liable for damages resulting; because such an assignment is unauthorized by the legislative grant of power.<sup>12</sup>

Even the movement of light equipment by pupils should be hedged about by the most careful safeguards. Direct supervision by the teacher, even in moving chairs and small reference tables with the aid of pupils, is essential. And high school boys need no less supervision on such a job—especially if girls are likely to be in the vicinity. Anybody who has taught adolescent boys is familiar with the peculiar aptitude they have for making an apparently safe operation very dangerous. A boy who is asked to move a few chairs and is left unsupervised on the assumption that he will take one or two at a time is likely to take all four or six at once—to experiment with a new scheme—or to impress a near-by girl. If there is another boy to help him and the chairs must be brought downstairs, the situation thus becomes simpler—and more dangerous. One boy stations himself at the bottom landing and the boy at the top landing throws the chairs down one at a time. Since a teacher

of adolescents is presumed to know the vagaries of the mind of 16-year-olds, he can be expected to anticipate such action and prevent it by direct supervision.<sup>13</sup> Failing this, a bystander may be injured by a flying chair, or a boy assigned to carry a few chairs might trip during a chair balancing act. An action against the teacher for negligence may have some standing in court under such circumstances. Direct supervision by the teacher would tend to prevent such mishaps; and if one occurred in spite of direct supervision, it would be an accident for which the teacher would not be liable. The teacher is not responsible for what happens to a pupil; he is responsible only for the reasonable consequences of his own negligence.

## School Messenger Service

In between the two extremes of carrying out usually safe operations that are a direct part of a learning activity and the performance of manual labor that should be assigned only to paid adult employees, are types of special assignments that are not nearly as clear-cut, either in their direct relationship to the educational process or in their degree of predictable safety hazard. The problem of the school messenger is one such instance. Pupils are clearly not messengers. Such work is not part of the educational process. On the other hand, the use of a messenger, for errands off the school premises is sometimes essential to the carrying out of an educational assignment, and it is not always feasible to utilize a paid employee for such service.

As in all other special assignments to pupils three considerations must be paramount: the service must be for a distinctly educational purpose; the safety of the pupil must be sought with utmost zeal; and safeguards against a charge of legal negligence should be utilized.

Even limiting pupil messenger service to

essential educational activities does not assure us of the validity of such employment of pupil personnel. Hence, the other two precautions mentioned above should be pursued with more than ordinary vigor in the case of pupil messengers. First, the messenger should be selected in advance. He should be as mature and reliable a person as is obtainable. It should be ascertained that he has had experience in going alone (or with a friend if messengers are to go in pairs) on trips similar to the ones he will be called upon to make as a messenger. This precaution is to avoid the hazard connected with an unusual risk. Then a written consent signed by the parent should be secured. The consent should detail the purpose, means of transportation, times of day, and probable destinations of the messenger trips. When this consent has been checked for authenticity and placed on file, the pupil is ready for final briefing on a specific trip; and this specific instruction should be given before each separate assignment. Furthermore, methods of transportation or destination should not vary from the usual authorization to such extent that it would constitute an unusual risk.

## Safety Instruction

Assignments concerned with the health and safety of the pupils come clearly within the province of reasonable educational activities. A teacher may assign a pupil to participate in giving safety instruction to other pupils just as surely as he may assign a pupil to help another with an arithmetic lesson. Good judgment would dictate that the pupil assigned to help another with an arithmetic lesson be well accomplished in at least that portion of the arithmetic on which he is to give aid. No less good judgment should be used in matters concerned with safety. On the contrary, since bad judgment in the selection of a safety monitor may result in specific and provable damages to a pupil, it is even more essential that such bad judgment be avoided and that pupils selected for special assignments concerned with the safety of other pupils be selected on the basis of their probable reliability in such matters.

A task assigned to a pupil which is

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<sup>11</sup>*Gaincott v. Davis*, 281 Mich. 515, 275 N. W. 229 (1937). "The act which the plaintiff was requested or directed by defendants to perform was in the regular course of the school activities. There was nothing in the nature of the act itself or the instrumentalities with which plaintiff was permitted to perform the act which would lead a reasonably careful and prudent person to anticipate that the child's safety or welfare was endangered in the performance of the act. The mere fact an accident happened . . . does not render defendant liable."

<sup>12</sup>*State ex rel Rowe v. Board of Education*, 63 Wis. 234, 23 N. W. 102.

<sup>13</sup>*Satariano v. Sleight*, 129 P. (2nd) 35. "In determining the amount of care owed by school authorities to a boy nearly 18 years of age, the court should not disregard the fact that even boys of 17 and 18, particularly in groups where herd instinct and competitive spirit tend naturally to relax vigilance are not accustomed to exercise the same amount of care for their own safety as persons of more mature years."

concerned with the safety of other pupils has sound educational-legal standing only on the assumption that it is part of safety instruction.<sup>14</sup> To select for such assignment a pupil with a record of disorder and unreliability in the hope of reforming him by giving him responsibility could be interpreted as legal negligence on the part of the teacher if some injury should result from such foreseeable disorder or neglect of duty.<sup>15</sup>

After the proper kind of pupil is assigned to help with safety education he should be given appropriate instruction in his assigned task, the pupils whom he is to assist should be given instruction in their relationships to the monitor, and an adequate program of supervision of activities should be provided.

Thus, a primary grade pupil assigned to the job of closing the door after the class has entered the room should be selected for his probable reliability, given instruction in the how and when of closing the door; the class should be informed of the door closing assignment; and finally, the teacher should supervise to see that the task is being carried out according to instructions. Granted that the most meticulous care may not prevent a given accident from happening, it would prevent a child with a penchant for learning everything the hard way from having any standing in court if he brought an action against the teacher for negligence.

On the other hand, the complete neglect of any organization for door closing in a room full of very young children, or an organization that depends upon a child known to be a menace to the safety of other children carries with it a much higher degree of probability that a child will be injured in the process. It is this failure to plan for such probable consequences that may be the proximate cause of the injury of a child. Added to the distress that the injury would cause a considerate teacher, such circumstances might prompt a suit for negligence against the teacher that would require a serious defense, with the outcome uncertain. To be sure, such suits are rare and courts are inclined to give the benefit of any reasonable doubt to the teacher; but a consideration of the legal implications may suggest sound pedagogical approaches to accident prevention.

### Pupil Traffic Control

Numerous legal decisions have established extramural authority for schools to the extent that this authority is exercised for the direct benefit of the school. More specifically, the right to discipline a pupil

<sup>14</sup>*State ex rel. Bowe v. Board of Education*, 63 Wis. 234, 23 N. W. 102. " . . . The rule or regulation requiring pupils to bring up wood for use in the school-room is unreasonable, and not binding upon any pupil who does not wish to comply with it; . . . it does not relate to a subject which concerns the education of pupils or discipline in the schools. . . ."

<sup>15</sup>*Rosenfeld Harry N., "Liability for School Accidents"* (New York: Harper & Brothers, 1940), p. 102.



*Instruction and Guidance of the child are the primary functions of the teacher—but the legal aspects of all teacher-and-child relations must be understood and kept in mind.*

for abusing smaller children on the way to and from school has been upheld.<sup>16</sup> This disciplinary action is taken for the protection of these smaller children. To assign older pupils to the job of assisting the teacher in the instruction of younger children in safe methods of passage to and from school appears to be only a slight extension of the established practice to fit the situation. However, a sharp distinction must be made between making traffic policemen out of pupils and securing their aid in safety instruction for very young children. The former is clearly beyond the authority of the school.

Hence, school patrol boys may not stand on the street and direct traffic. They should stand on the sidewalk and instruct pupils when to stop and when to cross. At busy crossings patrol boys may even accompany children across the street to make their instruction more specific; but which type of safety instruction to provide at a given corner should be the result of specific instruction by the teacher in charge of the patrol. In any case, the patrol boy does not direct traffic; he watches for gaps in the traffic to instruct children when to cross. To be sure, if he is accompanying children across the street and some unpredicted traffic appears, good sense would suggest that he try to influence the oncoming traffic the same as if he himself were caught in such a predicament.

<sup>16</sup>*O'Rourke v. Walker*, 102 Conn. 130, 128 A 25, 41 A. L. R. 1308 (1925).

For a crossing that has traffic so continuous that the traffic itself must be controlled, the only safe rule is for the local police authority to station an adult policeman there to regulate the traffic. Any patrol boy utilized at such a corner would perform the same functions as at any other corner: he would assist the school to instruct the children when to stop and wait, and when to cross.

The foregoing description of the patrol boy's duties clearly suggests that they constitute a special educational assignment. Reasonable care demands that the same basic precautions be taken that are necessary in all special assignments involving the safety of children:

1. Pupils of known reliability should be selected.
2. Those selected should be carefully instructed in their duties to make sure that no unusual risk is involved.
3. The children whom they are to help should be carefully instructed in their relationship to the pupils selected for special assignment.
4. Adequate inspection and supervision by the teaching staff should be provided. Since the patrol boy's duties take him off of the school premises in their performance, written permission from the parent is a prerequisite to his assignment, for the same reason given in connection with the topic *Educational Tours*.

(To be continued in February, 1952)



# Objections to Participative Administration

M. L. Story\*

Viewpoints on teacher participation in public school administration have seemed to divide roughly into three groupings, or schools of thought. There is first the large number of unrestrained enthusiasts who demand an immediate and unqualified practice of democracy in all facets of the inner school organization. A second group, one which might be labeled tentatively as the "stabilizers," believes strongly enough in an increase of democracy in our administrative practices, but wishes to proceed with a cautious awareness of the difficulties involved in the fullest implementation of democratic principles. The third group, one which is seldom outspoken but which seems still to constitute an appreciable minority, may be said to be flatly opposed to democratic participation as it is commonly advocated.

It is with the latter two groups, especially the last, that we are concerned when we set out to examine opposition viewpoints. What are the objections or opposing arguments that are most commonly expressed? It is only through a consideration of such opinions that central issues of disagreement or of qualification may be clarified and resolved.

## Four Opposing Issues

Basic opposing arguments, or limiting viewpoints, usually center upon one of four issues. First, there is the pre-eminent challenge of the "efficiency" group — those who argue that wide participation in administration makes for a ponderous and cumbersome ineptitude in school management. The arguments of this group are particularly effective since they are supported by numerous analogies from professional fields. The trained specialist, such as the physician or engineer (analogous to the trained administrator) is held to be infinitely more capable of making wise decisions than the nonexpert (analogous to the teacher who is primarily occupied in another field). Adherents to this view also emphasize the equally plausible viewpoint that immediate decision is of the greatest importance to administration on

many occasions and that time cannot be taken for the slower processes of participation.

A second basic argument is concerned with the question of "teacher willingness." It is contended that teachers do not particularly care to participate in administration, in fact, that they prefer to be free of the added burdens of committee work and group meetings in order to concentrate upon time-consuming classroom problems. This view assumes a desire on the part of teachers to be left alone when purely administrative issues are involved. It is a sort of "you-do-your-job-I'll-do-mine" attitude which places an emphasis upon specialization of function.

## The Lag in Competency

As a third viewpoint, there is the related argument usually advanced by administrators that teachers are definitely not *capable* of effective participation in administration. The emphasis here is distinct, because its adherents usually admit that teacher participation in administration is highly desirable but that it is a visionary ideal because teachers' viewpoints and abilities are too limited. Such views tend ultimately to compromise but maintain with insistence that we must first educate teachers to the larger competency of being able to participate wisely in group planning and policy making. This emphasis upon the professional lag in our teaching personnel seems especially valid in areas where many poorly trained teachers are still being employed.

The fourth major objection emphasizes the dualism of teaching and administration by pointing out that an inevitable labor-management relationship must exist between the teacher and the administrator. Proponents of this view often see, in fact, a need for strong teacher unions — an all-out emphasis upon organization. Such a view does not oppose democratic administration but rather believes that autocratic procedures can be broken down only by the organized force of a united teacher group. The basic issue is one of seeking a balance between the dual forces of employer and employee, rather than the encouragement of an overlapping of function.

Thus these various views may be summed up as challenges to the popular notion of democratic participation — because of a lack of teacher willingness and teacher competence to participate, and because of an inherent dualism existing between teacher and administrator. Undoubtedly, many other points of view might be added in a more extensive discussion of the problem. These, however, seem to represent the more emphatic and more commonly stated issues.

## The Awareness of Teachers

Analysis of each of these opposing views reveals interestingly enough a single, common area of confusion. The objections stated are invariably concerned with *institutional* efficiency in the abstract. Such arguments would undoubtedly have a higher validity if they could be considered completely apart from the *education of young people*. The point of confusion or blind spot arises from ignoring the absolute crux of the matter; i.e., the all-important social ends involved. Education cannot conceivably be considered as coldly analogous to private enterprise or managerial activities.

Neither can such shortcomings as the alleged lack of interest or capability on the part of teachers be considered as having any validity as an argument against participation. Even if such an inconceivable apathy and incapacity on the part of teachers could be conclusively demonstrated, such a weakness in our schools would call for immediate remedial action and would certainly not be considered a permanent, ineradicable condition. It is, of course, the greatest of injustices to give even a hypothetical consideration to this allegation, since all evidence seems to point toward a tremendous awareness on the part of teachers of the values of participative activity.

Thus these objections fail to recognize the ultimate importance of the participative pattern as an *educational* device. By falsely isolating the administrative process, they ignore its real nature as a service function which contributes so importantly to educational goals. Such opinions, however, cannot be dismissed lightly in a shortsighted zeal for group action. Those of us who have been ardent in favoring the immediate reform of many seemingly authoritarian procedures in administration may well consider what answers may be given to such arguments. Above all, these questioning attitudes point to the continued need for a better definition of democratic school administration. A real concentration of attention upon these areas of disagreement is essential. Only as we gain an increased understanding of basic conflicting viewpoints can we hope to reach a wholesome clarification of purpose and achieve a concerted action toward greater social effectiveness in education.

\*Professor of Education, Winthrop College, Rock Hill, S. C.



# New York State Again Endorses Merit Principle *Dwight E. Beecher\**

Salaries of New York State teachers have been given another substantial boost through action of the 1951 State legislature. A new state schedule, effective for the school year 1951-52, has been adopted which establishes minimum schedules with increments up to \$4,800, \$5,210, and \$5,825, according to location, for teachers with five-year preparation. These are the minimum top salaries which local districts may include in their schedules under the new mandate. One of the most significant features of this new salary legislation is the retention of the merit principle after a four-year trial.

New York is the only state that has attempted an application of the merit principle in determining teachers' salaries on a state-wide basis. This type of salary policy has been generally regarded as controversial, with many critics and a lesser number of supporters. As teachers' salaries move upward toward the professional level, however, there is increasing concern on the part of the public as to the quality of service rendered in return for the higher salaries.

In 1947 New York State pioneered a plan to relate salaries to the quality of teaching service. This plan has had a four-year trial and a thorough examination. The basic principle of merit has been retained in the new and higher schedules adopted for 1951-52. The 1951 schedule guarantees teachers, in schools employing eight or more, ten annual automatic increments plus opportunities to qualify for two additional promotional increments. Teachers must qualify for promotional increments by meeting locally adopted standards.

When the merit feature was first introduced in New York in 1947, the experimental nature of the plan was recognized by the Board of Regents which directed that a continuing study be made of the operation and effects of the new policy. Such studies have been carried on by the State Education Department's Division of Research and several reports have been issued. The principal effects noted include increases in both salaries and salary schedules beyond the requirements of the law, general participation of teachers in establishing locally their own goals as standards whereby their work is to be judged; the focusing of attention of school

boards, administrators, teachers, and the lay public on the specific objectives toward which teaching is aimed; the introduction, or improvement, of a pattern of democratic school administration in personnel matters.

## Rating Helps Salaries Rise

While teachers generally, in New York and elsewhere, have freely expressed objections to the policy of relating salary to the quality of service rendered, it is apparent that higher salaries have been achieved through the introduction of this policy than could otherwise have been expected. Within six months after the adoption of the 1947 merit salary law school boards had adopted schedules which guaranteed *automatic* increments to maximums of from \$4,100 to \$5,325 for 54 per cent of the teachers in the state. For many other teachers local schedules exceeded the state minimums. Skepticism on the part of teachers as to the ability of school officials fairly to rate their teachers seems to be the main reason for the objections to a merit schedule. Few teachers or others deny the soundness of the principle itself.

There is little ground for suggesting that New York teachers have changed their thinking on this point over the four years during which the state merit schedule has been in effect. Endorsement of the 1951 legislation, revising the New York schedule by directors of the State Teachers Association, by the State School Boards Association, and other major professional groups, is significant.

## Governor Supports Higher Salaries

In the fall of 1950 Governor Thomas E. Dewey publicly indicated his interest in providing more adequate salaries for teachers and civil service workers. On October 2, 1950, the Governor requested former Comptroller Frank C. Moore, now Lieutenant Governor of the State, "to undertake a survey of the facts relevant to the need for legislation regarding teachers' salaries." Four nationally known educators were appointed as consultants and a committee of 17 citizens was selected to study the problem. The committee was composed of persons of established competence and prestige from education, local government, industry, the State Senate and Assembly, and others. Research, statistical,

and legal personnel and facilities were made available to the committee and a thorough investigation made. This investigation included a survey of the current status of teachers, an analysis of the operation and effects of the 1947 salary law with special attention to application of the merit principle, consideration of economic factors, teacher supply and demand, the nature of local schedules, the single salary principle, minimum salaries appropriate to beginning and probationary teachers and for teachers at the top of automatic and promotional scales, differentials based on preparation and experience, costs and financing of proposed state schedules and many other factors.

Major recommendations of this committee, which were subsequently enacted into law, included the following:

1. Repeal of the 1947 salary law.
2. Enactment of new schedules with higher minimums, higher maximums, and more automatic increments.
3. Retention of the principle that outstanding service should be rewarded and further pioneering in this area encouraged.
4. Recognition of a three-year internship period by smaller increments the second and third year and a substantially larger increment for the fourth year.

## Laws of 1947 and 1951 Compared

These and other recommendations of the Moore Committee were subsequently translated into law by the 1951 legislature. A direct comparison of provisions of the 1947 and 1951 laws may be of interest since such a provision indicates to a large degree the considered judgment of the state authorities on a number of salary policies introduced or changed in the 1951 statutes.

The schedules summarized in Table 1 apply in districts employing eight or more teachers. Only the \$2,500 minimum applies in districts employing one or two teachers. The 1951 law added a limited schedule of \$2,500 to \$3,000, with five \$100 increments for districts employing three to seven teachers. The schedules below apply to all full-time members of the teaching and supervisory staff including superintendents, principals, supervisors, etc.

Briefly, the 1951 law raises the mandated minimum schedules approximately \$500, guarantees ten instead of five automatic increments, reduces the promotional levels from 4 to 2, eliminates specific mandates as to percentages of teachers to

\*Research Associate, New York State Education Department, Albany.

TABLE 1. Comparison of 1947 and 1951 State Minimum Salary Schedules in New York State

	1947 schedule			1951 schedule		
Minimums	A - \$2,000	B - \$2,200	C - \$2,500 <sup>1</sup>	A - \$2,500	B - \$2,700	C - \$3,000
Number of automatic increments	5			10		
Automatic maximums	A - \$2,750	B - \$3,025	C - \$3,438	A - \$4,000	B - \$4,350	C - \$4,875
Number of promotional increments	4			2		
Promotional maximums	A - \$4,100	B - \$4,510	C - \$5,125	A - \$4,600	B - \$5,010	C - \$5,625
Basis for granting promotional increments	Objective evidence of exceptional service in one or more of four areas of service specified in the law			Area of service for evaluation to be determined by local school authorities		
	Classroom teachers to participate in formulating standards for promotion			Same		
	Certain specified percentages of teachers to be promoted in each district to each promotional level			All teachers who meet locally established standards to be promoted		

<sup>1</sup>"A" refers to A-schedule, applicable in cities of under 100,000 population except in Nassau and Westchester counties which are adjacent to New York City.

"B" refers to B-schedule, applicable in cities of 100,000 to 1,000,000 population and in all districts affected in Nassau and Westchester counties.

"C" refers to C-schedule, applicable in New York City only. Add \$200 to all salaries indicated in Tables 1 and 2 for teachers with 30 or more semester hours of approved credit beyond the baccalaureate degree.

TABLE 2. New York State Minimum Teachers' Salary Schedules Effective July 1, 1951<sup>1</sup>

Minimum schedules in districts employing eight or more teachers

Level	Salary Step or Year of Service	Schedule A		Schedule B		Schedule C	
		(1)	(2)	(1)	(2)	(1)	(2)
Automatic	1	\$2,500	\$2,700	\$2,700	\$2,900	\$3,000	\$3,200
	2	2,600	2,800	2,815	3,015	3,138	3,338
	3	2,700	2,900	2,930	3,130	3,275	3,475
	4	2,950	3,150	3,195	3,395	3,563	3,763
	5	3,100	3,300	3,360	3,560	3,750	3,950
	6	3,250	3,450	3,525	3,725	3,938	4,138
	7	3,400	3,600	3,690	3,890	4,125	4,325
	8	3,550	3,750	3,855	4,055	4,313	4,513
	9	3,700	3,900	4,020	4,220	4,500	4,700
	10	3,850	4,050	4,200	4,400	4,725	4,925
	11	4,000	4,200	4,350	4,550	4,875	5,075
	12	4,000	4,200	4,350	4,550	4,875	5,075
Promotional	13	4,300	4,500	4,680	4,880	5,250	5,450
	14	4,300	4,500	4,680	4,880	5,250	5,450
	15	4,300	4,500	4,680	4,880	5,250	5,450
	16	4,600	4,800	5,010	5,210	5,625	5,825

<sup>1</sup>See footnotes on Table 1 above. Schedules A-2, B-2, and C-2 apply to teachers with 30 or more semester hours of approved credit beyond the baccalaureate degree.

be promoted and areas of service to be considered, retains the merit principle and the participation of classroom teachers in formulating the standards against which their work is to be evaluated. The full salary schedule is given in Table 2.

### Principles for State Schedules

The major findings of the Moore Committee on Teachers Salaries, on which the 1951 legislation was based, were as follows:

1. State salary schedules for teachers are prescribed for the purpose of establishing the minimum salaries which may be paid to teachers. They are not intended as actual salary schedules fitting the needs and requirements of the various localities. The communities should devise schedules to meet their special local conditions but may not reduce teachers' salaries below the applicable state minimum.

2. The state schedule of minimum salaries should be high enough to:

a) Attract a sufficient number of able teachers to our schools.

b) Guarantee compensation sufficient to permit teachers to discharge normal responsibilities and to maintain professional alertness.

3. Differences in the cost of living at the same standard do not vary much among localities, but local living standards vary widely. Localities with high living standards must pay higher salaries, but they should finance the high salaries locally. The tax burden should not be shared by localities with lower living standards.

4. The principle that teaching service should be rewarded according to the quality of service is sound. The local districts should be responsible for co-operative development of standards and procedures for recognizing and rewarding outstanding performance. Decisions should be based on service and not on percentages prescribed by law. The promotional levels should begin above the salary considered the minimum for a satisfactory teacher.

5. The state schedule of minimum salaries should be based on the single salary principle—

the same minimum salary for elementary and secondary teaching service; grade level should not be considered in the schedules.

6. The first three years of teaching service should be an internship period for training and evaluation of new teachers for entrance into the teaching profession.

7. Since the increase in minimum salaries raises the cost of the minimum basic program, the State and the localities should share the increase in the same proportions as they bear the cost of the minimum program under the present state aid formula.

8. Whenever the State requires the localities to increase expenditures, it has a responsibility to make certain that they have resources to finance the additional cost.

### Schedules Above State Minimum

A majority of the State's 809 districts, employing eight or more teachers and therefore affected by the promotional features of the state schedule, had for 1950-51 adopted local schedules more liberal than those required by the minimum law. Early reports on local action for 1951-52 indicate that this trend will continue. It seems probable that those districts which have previously disregarded the privilege of limiting the number of teachers who might receive promotional increments will continue to grant all eligible teachers the "promotional" as well as the automatic increments indicated in the state schedule. Many districts are paying salaries well above the state minimum schedule. Some schedules now provide beginning salaries as high as \$3,100 and maximums as high as \$6,600 for regular classroom teachers. The median salary of all classroom teachers in 1951-52 is expected to approach \$3,800 in New York State exclusive of New York City. The New York City median was already \$4,900 in 1950-51 and will doubtless exceed \$5,000 in 1951-52.

### Merit Plan Applied

Under the 1947 law the local school districts, in accordance with the regulations of the State Commissioner of Education had appointed advisory committees consisting of teachers, supervisors, administrators, and board members, to develop the local plans for evaluating teaching. A majority of the members of these committees are classroom teachers. The typical committee has a membership of five to six classroom teachers, one or two administrators or supervisors and, in one out of three districts, one or two members of the board of education. It is significant that so many districts have seen fit to include board members on these committees since there is thus achieved a representation on this important committee of all groups directly responsible for school policies and operation. Reports indicate that co-operation and mutual understanding have been promoted by this practice.

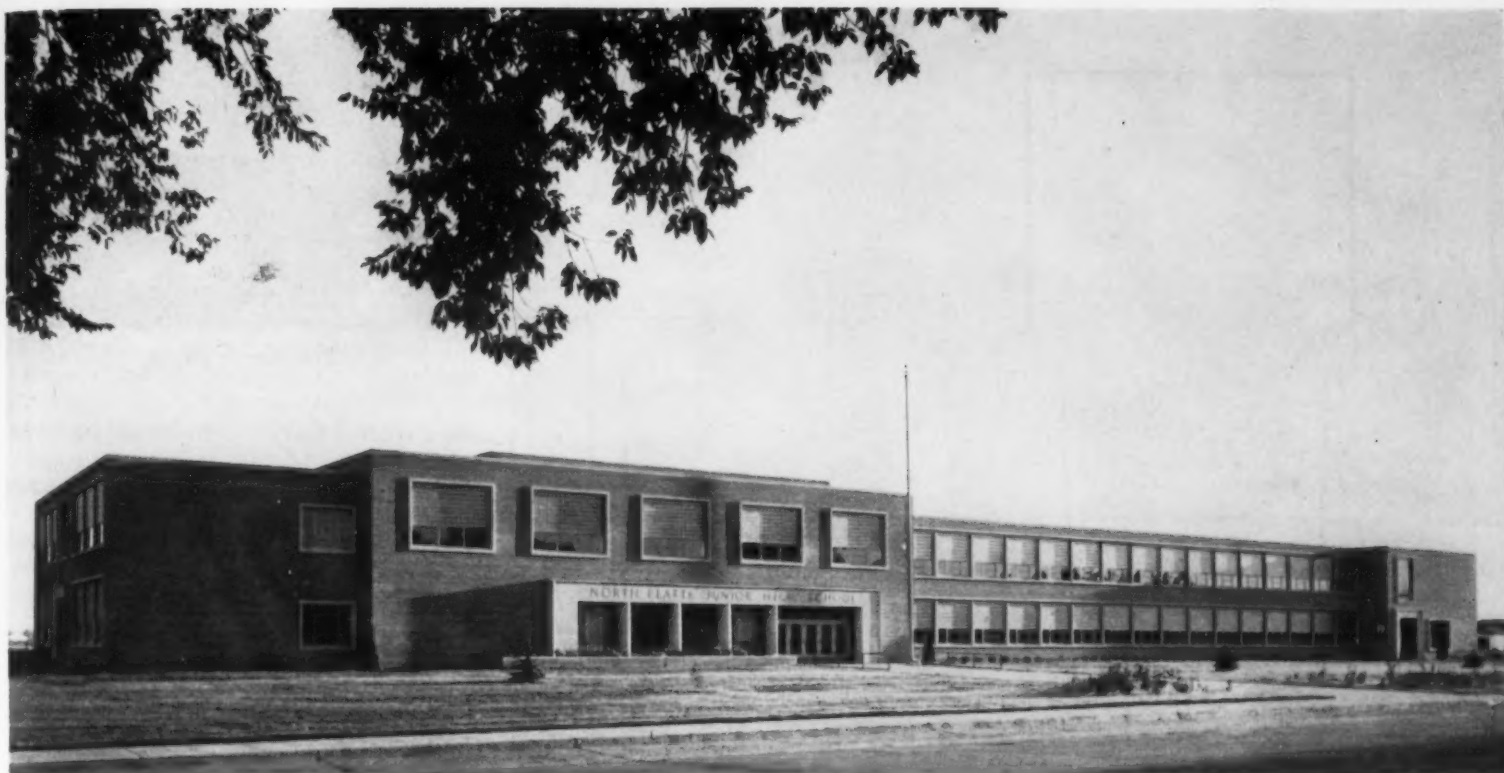
Classroom teachers elected their own representatives to these committees in most instances. In general, the teachers themselves have taken major responsibility in formulating the standards and procedures for evaluation of their work and boards of education have been inclined to accept the recommendations of these committees with little or no modification. Based on these committee recommendations, boards have adopted bylaws governing the standards and procedures for granting promotional increments in their respective school districts.

While many types of procedure and device are in use; e.g., observation guides, rating scales, record forms, etc., the basic pattern originally suggested<sup>1</sup> for listing

(Concluded on page 68)

<sup>1</sup>Handbook of Suggestions for Administering the New York State Teachers Salary Law of 1947, the State Education Department, Albany.





*Exterior, Junior High School, North Platte, Nebraska. — Davis and Wilson, Architects and Engineers, Lincoln, Nebraska.*

## *North Platte Builds Ten New Buildings and Additions*

In the past three years the citizens of North Platte, Neb., have shown their faith in education by approving two bond issues by large majorities.

The first bond issue, in April, 1948, of \$987,000, was to provide for a new junior high school, a music conservatory for the senior high school, an addition to the athletic stadium, a vocational agriculture department, and an addition to one elementary school.

The second bond issue, passed in March, 1951, provides \$886,000 for several new elementary school buildings and additions to existing schools.

### **Junior High School**

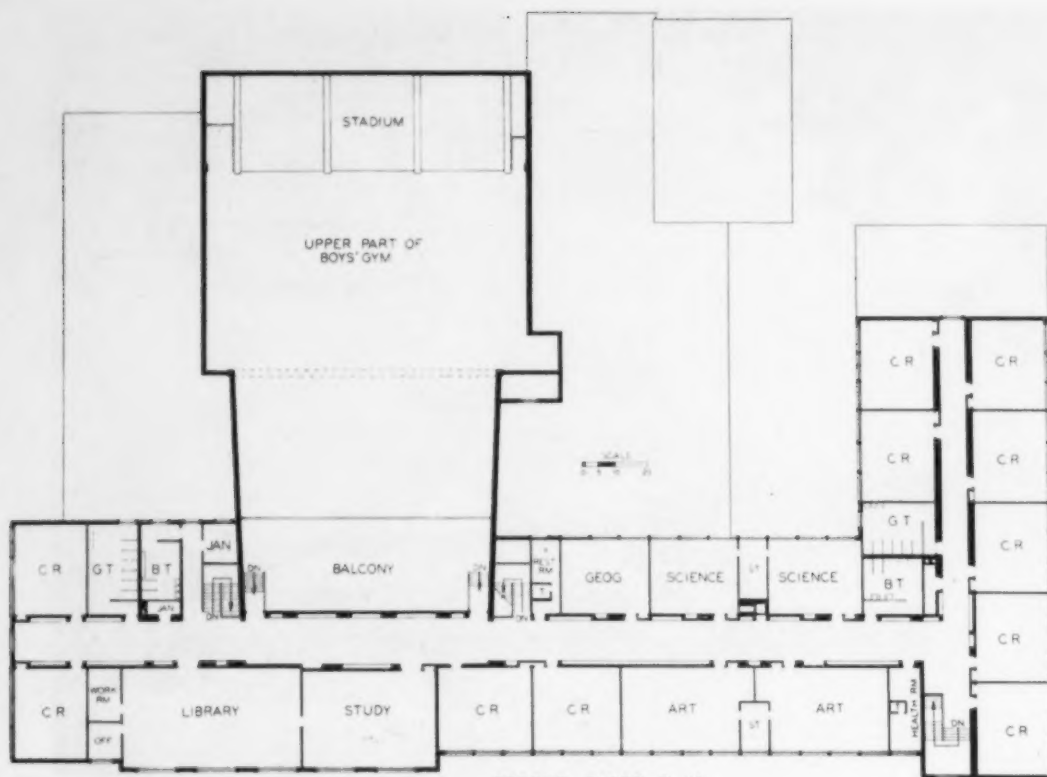
The largest single project was the junior high school, started in March, 1949, and occupied in 1950. The building has 85,400 square feet of usable space and contents of 1,750,000 cubic feet. The exterior is contemporary design, carried out with buff brick and limestone copings and sills, and green stone jambs around the main entrance.

*Large Campus.* The building is located on a tract of 26 acres, immediately adjoining the



*The home economics laboratory is arranged on the unit basis.*





*The academic, science, and art rooms are centered on the second floor.*



*The Junior High School, North Platte, Nebraska, is compactly planned with especial attention to departmental organization and minimum student travel.*



*The music room.*

senior high school. The buildings are close enough together to make some facilities available to both schools, yet they are far enough apart to prevent interference with instructional and extracurricular activities. They are distinctly separate institutions, with a program and a spirit growing out of its organization and purpose.

The play area consists of four practice fields for football, two baseball fields, four combination tennis, basketball, and volleyball courts, and a football playing field and stadium.

### Lighting and Acoustics

Directional glass block was used in the outer walls of all classrooms. Rooms are painted with light pastel colors for better light reflectivity. Green chalkboards, furniture finished in natural color, together with light-colored asphalt-tile floors, help to provide favorable light conditions. For dark days and at night, three rows of continuous fluorescent lights provide 30 to 60 foot-candles of light on all working surfaces.

All classrooms and halls have ceiling of zonolite acoustical plaster. The concrete floors, covered with asphalt tile, help to provide a quiet atmosphere in the building which is quite a contrast to the ordinary school building.

The music room has been given special attention. The inside walls and ceiling are separated from the outside by batt insulation and the ceiling is suspended. The door has a double glass and the doorframe has a gasket all around to prevent sound from escaping. This treatment eliminates all interference with near-by classrooms.



*The lobby has wood paneling from floor to ceiling.*

## Special Departments

**Home Economics.** This department consists of two serving rooms, a model bedroom, a living-dining room, six unit kitchens, and a laundry. Each of the unit kitchens is done in a different color. To acquaint the girl students with typical modern cooking units, both gas and electrical stoves are provided.

The laundry is well equipped with mangle, automatic washer, etc.

**Shops.** A general shop and a woodworking shop, each large enough for 24 students, have been provided. A classroom is built between the two shops for lectures, audio-visual work, and other related instruction. A common wash-room is also located between the two shops. An unusual feature of both shops is a mezzanine at one end for the storage of partially completed projects.



*A corner in the living-dining room of the home economics department where receptions are held and meals are served.*

**Auditorium-Gymnasium.** A combination auditorium-gymnasium was decided on as the most economical way of solving our particular problems of housing large crowds for athletic contests and community and school events.

The gymnasium floor is college regulation size, equipped with glass bankboards. It is located between the auditorium on the one side containing 1200 seats, and a stadium on the other with seats for 1000 more.

The auditorium and gymnasium are separated by an electrically-operated folding door, constructed so as to prevent most of the sound from traveling between the two rooms. This makes possible the simultaneous use of the two large rooms. Spectators can watch types of programs from both the auditorium and stadium seats.

A girls' gymnasium is located across the hall from the boys' gymnasium. It is used by visiting teams for warmup and dressing rooms.

### Built for Community Use

The auditorium, gymnasiums, and cafeteria are located together and so arranged that they can be used without opening up the rest of the building. Recently, a state convention



*A side view of the new Junior High School at North Platte, Nebraska.*

of stockmen held a banquet in the gymnasium which is located just across the hall from the cafeteria kitchen. Places for 750 diners were set at one time.

**Music Conservatory.** The music conservatory consists of a large rehearsal room, seven practice rooms, two large storage rooms, and an office.

The conservatory is located adjacent to the high school auditorium and has a door lead-

ing out into the football field, which makes it convenient to get to the stage for programs, or to the football field for practice as a marching band. The conservatory has no windows, is acoustically treated, and is attached to a corner of the senior high school so that there is no interference with classes.

Contracts were let during the summer of 1951 for our new elementary schools and one addition.

## Citizens' Corporation Builds School *F. W. Hengstler\**

The people of three Indiana school districts are enjoying the benefits of a well-planned high school building as a result of fine civic co-operation—all in spite of a lack of bonding power. They have made practical use of a state law which enables the people of a school district to form a school holding corporation for the purpose of erecting a new school building at their own risk and expense and to rent it to the school board.

The Mississinewa School Holding Corporation was organized under Chapter 273 of the Acts of 1947, amended by Chapter 177 of the Acts of 1949. It was organized for the sole purpose of constructing a school building to be leased to Mill School Township of Grant County, Ind., the School Town of Jonesboro, Grant County, Ind., and the School City of Gas City, Ind. For more than ten years the three aforesaid school units have conducted a joint high school under the provisions of Chapter 193 of the Acts of 1935. The high school building which was built with the proceeds of the above mentioned bonds was leased to the three units.

The Mississinewa School Holding Corporation was organized as a result of an urgent

\*Superintendent of Schools, Mississinewa Joint Schools, Gas City, Ind.

need for a school building to accommodate pupils from the three units. It has been a community project. It has 504 shareholders who purchased 3026 shares of the common stock of the corporation to cover preliminary expenses in connection with the organization and the preparation of plans and specifications. The shares are of a par value of five dollars each and bear no dividends; and the shares cannot be retired until all of the bonds have been fully discharged. All of the shareholders are residents of the community who have been interested in the project of securing a school.

The actual construction of the building was undertaken with the proceeds of a bond issue of \$800,000 sold by the corporation to bankers and interested citizens.

The location of the school, the general provisions for construction facilities in the building, and the other features of the plan were based upon a survey made by the Division of Education and Applied Psychology of Purdue University, which survey, completed in July, 1948, affirmed the dire need for the building.

Several hundred patrons of the township petitioned for construction of a building and the petition and the necessity for the building was approved by the State Superintendent of

(Concluded on page 66)



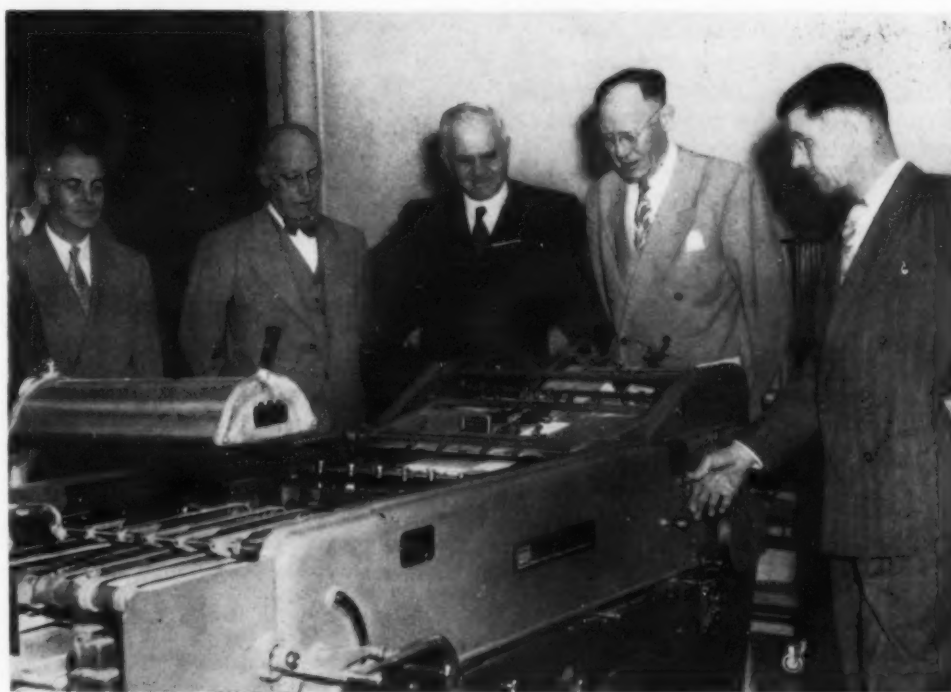
*The Evanston new Technical-Arts Wing is ablaze with light four evenings a week during the winter when classes of adults are accommodated.*

## Evanston Township High School's Technical-Arts Wing *Ira E. Westbrook\**

As business, industrial, and civic leaders representative of the people of Evanston, we welcome you, and wish to talk to you about this new building which is to be called the Technical-Arts Wing.

As you look at this structure and inspect its excellent facilities, you will realize that it costs a considerable amount of money. In justice to you, the community, the faculty, and the board of education, it seems worth while to tell you some of the reasons why we have considered it advisable to make this expenditure.

This Technical-Arts Wing will house the Industrial Education Department, the Arts Department, and provide several areas designed for special uses for the general student body and faculty. In Industrial Education, you will find shops and classrooms for graphic arts and printing, mechanical drawing, woods, metals, electricity, and photography. In the field of Art Education, you will view what

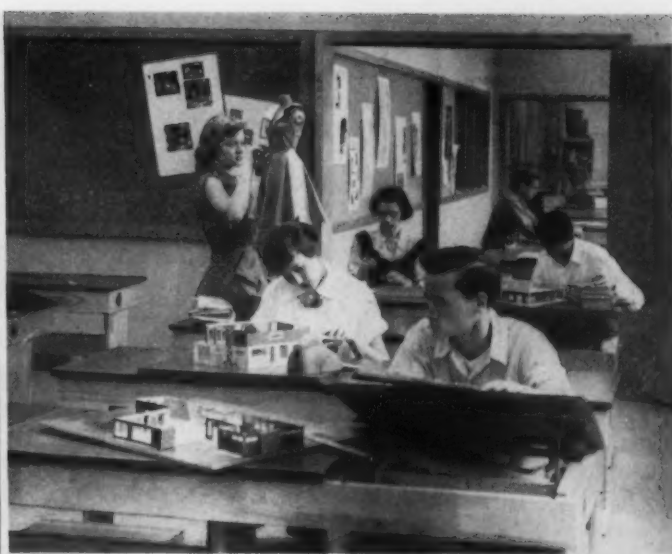


The author in good company during a tour of the Technical-Arts wing. Left to right: E. M. Claude, Chief of Industrial Education, Illinois State Board of Vocational Education; S. G. Ingraham, Mayor of Evanston; Ira Westbrook; Vernon L. Nickell, State Superintendent of Public Instruction, Illinois; Wallace Buffmire, Instructor, view automatic printing equipment in graphic arts department.

\*The present paper formed the basis of a talk presented by Mr. Westbrook, President of the Evanston Township High School, at a dinner and preview of the Technical-Arts Wing, a \$500,000 addition to the school's physical plant. Business, industrial, and civic leaders of the community were invited to inspect the new building and hear Mr. Westbrook's address.

Evanston, a Chicago suburb located on the North Shore (Lake Michigan), prides itself on its excellent school facilities and reputation for an outstanding educational program. — *Editor*.





*Discipline is no problem in the new Technical Arts Wing of the Evanston Township High School because pupils are busy and happy learning and working. Upper Left: a class in painting. Upper Right: a design class. Lower Left: the busy photographic laboratory. Lower Right: the printshop.*

has already been judged as one of the most outstanding group of physical facilities in the nation's secondary schools. For the student body and faculty, you will find an Audio-

Visual Center which includes a small theater of approximately 150 seating capacity, a student lounge of generous size and a well-appointed faculty lounge.

When our main building was erected a little over a quarter of a century ago, no place was set aside for the teaching of these subjects or for conducting these activities. In my opinion, that was normal and proper because at that time education in our high schools was concerned primarily with academic studies, with preparing students for college.

As the years went by these educational fields showed growth and gained recognition both in the nation and in our own school. To house these activities, and to save as much money as possible, the then superintendent and board of education secured from Great Lakes Naval Base a frame building which was re-erected in the rear of our main structure. It was expected that this building would last only about ten years, but we still have it. During the past two or three years, we have been faced with a difficult problem. The old frame building was getting out of repair, and, if we continued to use it, we should have to spend a considerable amount to keep it in usable condition—and would





*A section of one of the two wood shops. These are equipped for beginning and advanced woodworking and the students are encouraged to undertake ambitious jobs of interest to themselves.*

still have an educationally inadequate building.

After closely examining our needs in industrial, art, and adult education, it was finally decided that we really needed a new building, and the necessary steps were taken to bring into reality the Technical-Arts Wing.

### Money Well Spent

As you look at this building, some of you may say that we have spent too much money, and some may say that we are making a mistake in providing for this type of instruction, rather than staying with the education that up until 25 years ago was considered to be the main object of the high school.

Let us examine this question: A quarter of a century ago educational conditions in this city and in the United States were very different from those we find today. At that time, it was perfectly proper, in my opinion, for high schools to adhere closely to what we designate as academic subjects, "college board" requirements, and like education. Today, the picture has changed completely, with all the children of all the people receiving the opportunity of a high school education. A cross section of our student body today clearly shows that many students are not interested in preparing for college—but *are* in need of securing a sound general education plus vocational training which will equip them to become happy, well-adjusted citizens within our community and in the nation.

With this condition in mind, the faculty, with the approval of the board of education, through the years has increased the work and opportunities in industrial, art, and craft classes, as well as several other fields. Now we have provided a building which will house

the activities that are connected with the teaching of these particular subjects.

I believe our faculty fully realizes the importance of keeping the other work of the school up to the highest standard. I am certain that you need have no fear that if your

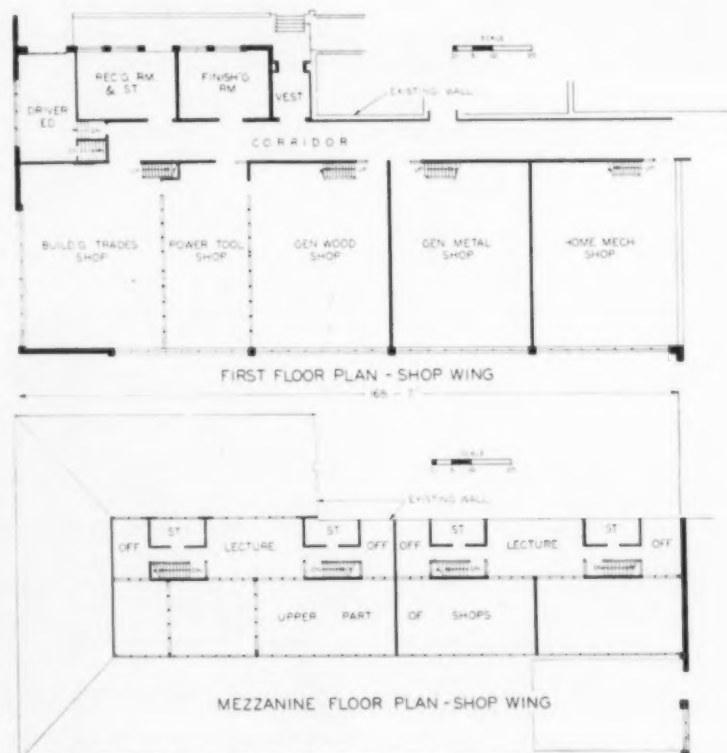
child is coming to this high school and wants to take college preparatory training, he will get a fine training. The faculty and board of education believe, however, that for the many boys and girls who do not intend to enter college, this school should offer a similar high standard of training, which will fulfill their needs—and that is the purpose of establishing these courses of study.

Let us put it this way: Your boy desires a college education and wishes to prepare for a profession; your neighbor's boy is interested in a field which does not require a college education. Isn't your neighbor's boy just as entitled to be trained for the work he intends to follow as is your boy for college entrance?

### Future Growth Anticipated

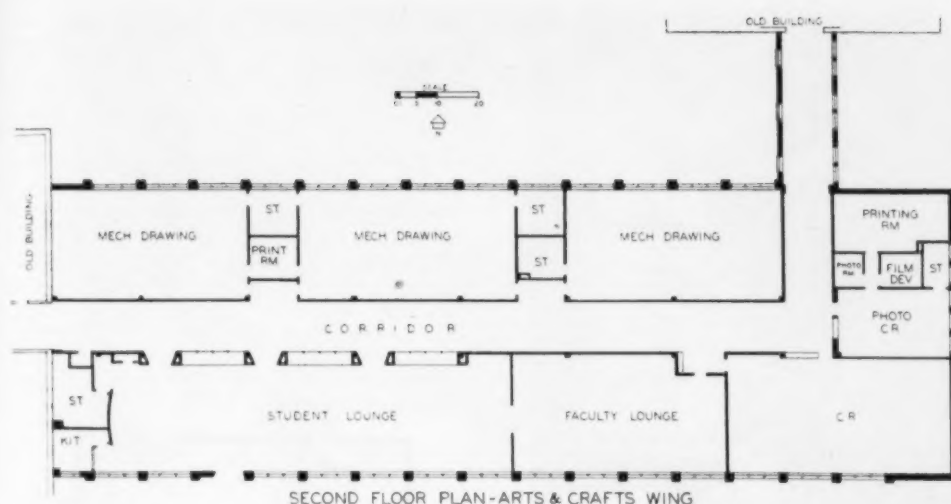
I believe we would all agree that one of the important things in the life of a young student, especially a boy, is to find a lifework for which he is suited and which he will enjoy. It is the opinion of the faculty and the board that by making available the work that will be carried on in the Technical-Arts Wing, each student will have a better chance to find what he or she is suited for and what he or she desires to do for a lifework.

You might all agree with the general principles that I have mentioned and yet say that we have spent too much money on this Technical-Arts Wing of the building, but it is our opinion that when we put up a building we should anticipate the future growth of our school and erect a building that will take care of the program after that growth is reached. Our Technical-Arts Wing is designed



*Shop Wing, Technical Arts Building, Evanston Township High School, Evanston, Illinois. — Perkins & Will, Architects, Chicago, Illinois.*





to accommodate the youth and adult needs of our community within the foreseeable future.

After the bond issue was voted to provide

the money to erect this building and when we were ready to erect the building, we employed architects and then told the depart-

ments of industrial and art education to tell us what they wanted built. They did this very efficiently. I believe this is one of the reasons why we have a well-designed building and one in which our staff takes special pride.

I have asked a good many citizens of the community and specialists in the educational field if they have any criticism of the building, and thus far no one has told me of any material change that he would make in the building. I consider this very remarkable. We of the board of education do not claim credit except for one thing. We kept out of the way and let the people who knew what they wanted have a chance to tell what they wanted—and they got what they wanted. The architects were willing to erect what we wanted, and they did not take it upon themselves to decide what we should have.

As the years go by, I hope that the people of Evanston will come to say that the judgment of the faculty and the board of education in erecting this building was sound.

## Stony Brook Builds a Campus-Type Elementary School

*Meldrim Thomson, Jr.\**

For fifty years a white two-story, four-room, frame schoolhouse dominated the pre-revolutionary village of Stony Brook from a hill overlooking Long Island Sound. Its traditions and its place in the life of the people were as much a part of the village as the tang of salt air that rose from the marshes to the west of the hill.

The suggestion of the seven-man board of education in 1949 that a campus-type elementary school of five units be erected around this ancient landmark was a rude shock to many villagers. Equally startling to many was the news that the elementary enrollment had risen from 37 to 126 in seven eventful years of war emergency.

Stony Brook is small, as school districts go. Geographically the district is shaped like a crude "L." At no point is it more than three miles long. Its true property assessment is only \$3,000,000. Its seventh- and eighth-grade pupils and high school students are sent to a larger district which for a modest tuition provides facilities Stony Brook cannot afford. It is residential in character, and about evenly divided between a hardy band of commuters who daily gyrate the 110 mile orbit between village and New York City and a friendly clan of earlier settlers.

In March, 1949, the board asked the voters to authorize a bond issue of \$18,000 to purchase ten acres in the population center of the village. The emphatic rejection of this proposition by a four to one vote followed the largest and grimmest school meeting in the district's history.

This adverse vote left the board with an unworkable answer to its most pressing problem. The old schoolhouse perched picturesquely on its four-acre hill site while an increasing number of K through Grade 6 pupils entered its double-grade classrooms.

With this dim picture confronting them,



*The post office and shopping center on the village green, Stony Brook, New York.*

\*President, Board of Education, Union Free School District No. 1, Town of Brookhaven, Stony Brook, N. Y.



*The classrooms are fitted with movable furniture for group and individual instruction.*

the school officials decided in the fall of 1949 to renew the fight for better elementary facilities. Education, they felt, was the problem of the entire village. It concerned everyone, and at some point each person fell into the convenient category of pupils-teachers, parents, and taxpayers. The interest of each group had to be considered. If this were done the parts would eventually fall into a harmonious pattern.

The board began its campaign with the premise that the average citizen of Stony Brook would do the right thing for his community if he were properly informed. The burden of proof lay with the officials. If the people should oppose a new school it would

be due to the board's failure to establish the educational needs of the village.

In November the board carried its story to the people. It prepared a brief factual survey of its limited school facilities and expanding enrollment. It suggested several possible solutions and indicated the exact tax burden of each.

This report with its facts, charts, and suggestions produced a rich harvest of conversation around the village. Most people soon conceded they faced a definite school problem. At last, they admitted, it had happened to them—population growth had seeped over the flat lands to the delightful hills of Stony Brook.

The board soon found itself discussing the school at civic association meetings, before the P.T.A. and at the Rotary Club. In its discussions the board emphasized the theme that the school was not its exclusive domain. It belonged to the entire village. Soon the board had a committee of representative citizens working with it.

The frugality of earlier boards had left the district an interest account of \$2,000. Bolstered by this modest sum the officials contracted for architectural service with the New York City firm of Shirley and de Shaw.

By the terms of this contract, the architects agreed to make preliminary drawings; appear before the board, the P.T.A., and district meetings; and help in every way to



*The kindergarten unit.*

develop and present an acceptable school plan.

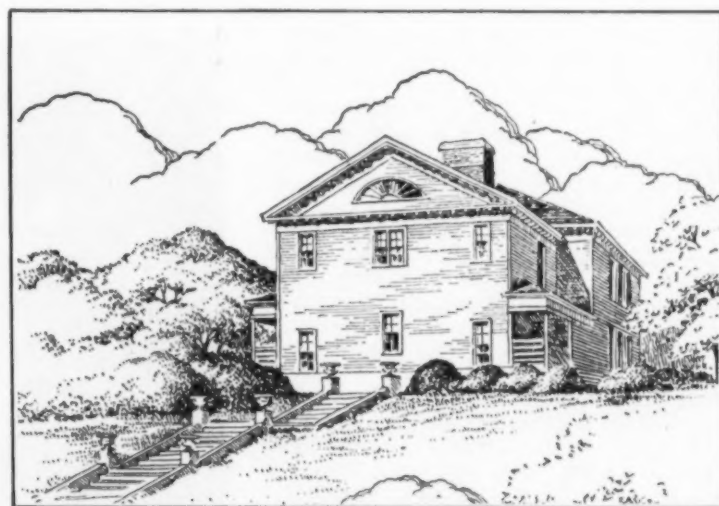
The architects' studies indicated that the topography of the school site would not permit the construction of a conventional type building and leave any play area available. Further, the estimates of cost for a conventional building were more than the district could afford. The despair this news evoked was short-lived. Local building and construction men pointed out that good houses could be built in the winter of 1950 for \$20,000. This was the seed from which the Stony Brook campus-type school developed.

It was simple arithmetic to multiply K through Grade 6 by \$20,000, add \$60,000 for a combination auditorium-gymnasium, and arrive at the \$200,000 maximum construction figure set by the board as a fair amount for its small district.

This idea of a campus-type school answered several of the board's problems. It meant that units could be built to take advantage of the varying grades on the site and thus use the



*The central unit contains the all-purpose room, the principal's office, and the health room. School activities as well as community group meetings are held in this room.*



*The original building has for years been a part of the village picture.*





*Main Building, Stony Brook Elementary School, Stony Brook, New York. The placing of the buildings take into account the irregular levels of the site and provide a picturesque group. — Shirley and de Shaw, Architects, New York, New York.*

side of a hill which was waste space. This would also cut the cost of excavation. It meant economies over the conventional type building because corridor widths could be reduced and steel girders would not be required for an expansive roof. It meant, too, that the units could be arranged as a little colonial village to harmonize with the unique early American restoration of the village business center.

The months that followed were crowded with activities for the school trustees. In January, 1950, the question of consolidating with an adjoining district was defeated. In March the voters failed by one to register the two-thirds vote then required for a \$225,000 bond issue. In April the two-thirds vote was secured. Only then were the architects authorized to prepare working drawings.

In the meantime board members prepared and showed colored movies of the old school with its unhappy conditions of two classes in one room, kindergarten in the basement, and general congestion. A water color rendering of the proposed campus-type school was displayed in local stores. Slides and sketches of floor plans and elevations were shown. Reports loaded with facts were distributed. Finally, five district meetings and 30 board meetings later, the plans were ready for bidding.

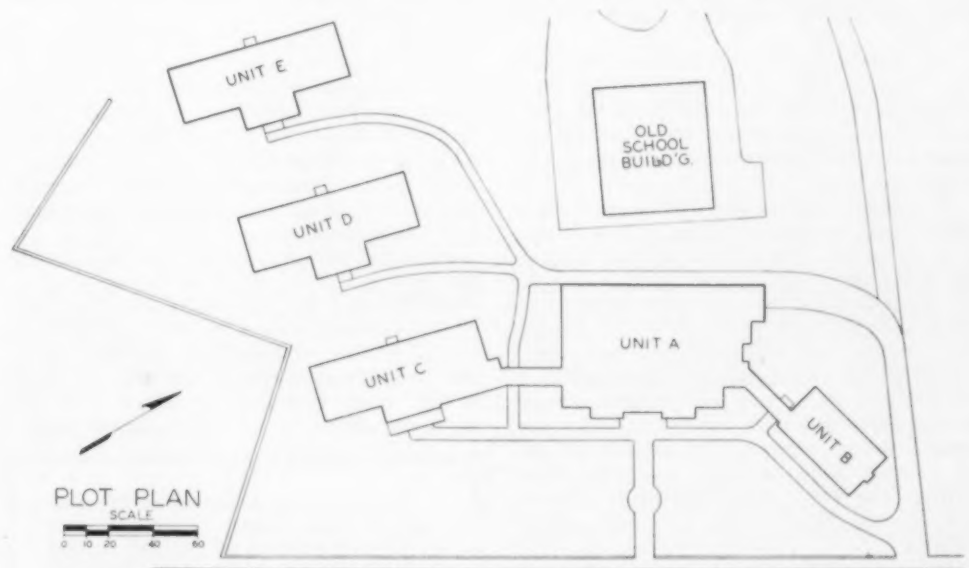
By now the proposed school was literally "the talk of the town." Countless persons had helped in the planning with suggestions and advice. All Stony Brook rightly felt they had

shaped the form and substance of the new school.

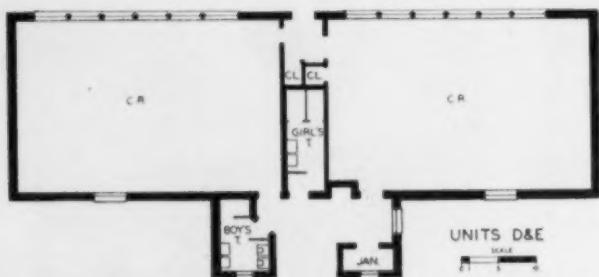
American Marines were at Pusan when the school bids were opened. Construction costs had risen to the wild blue yonder. They totaled an awful \$293,000. Some had escalator clauses. They were rejected and the board called for new firm bids. The latter crept

upward to an impossible \$305,000. Again, after slight revision of the plans, the board tried for lower figures. In October, 1950, on the third set of bids, construction figures of \$266,000 were obtained. These were firm bids, covering the entire cost of construction, and good for 30 days.

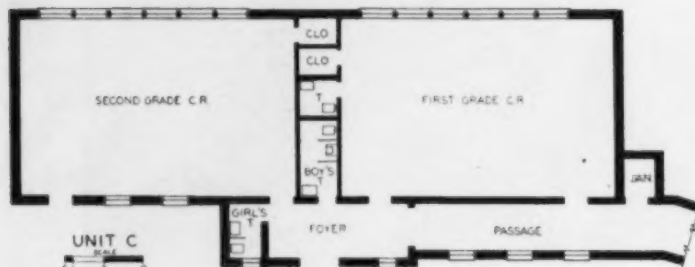
Another district meeting of the voters was



*Plot Plan, Stony Brook Elementary School, Stony Brook, New York.*



*The classroom buildings for the middle and upper grades are identical in plan.*



*The lower grade unit.*



*The primary room has a home-like atmosphere and provides ideal accommodations for a genuinely modern program of instruction.*

called for November 1, 1950, and the board obtained authority for a \$295,000 bond issue — \$70,000 more than originally planned. Contracts were signed two days later and work began on November 6. The long campaign was over. The board had succeeded in presenting the facts to its people — and they had responded magnificently.

Ten months after work began the Stony Brook campus-type elementary school opened for classes. The school consists of five colonial brick buildings, each one different. The grade difference from the lowest site to the highest is nine feet.

A central group of three buildings in semi-circular fashion faces the street. The combination gymnasium-auditorium with graceful twenty-one-foot cupola dominates the group. To one side is an attractive kindergarten building and on the other the first- and second-grade unit. These are connected by six-foot wide covered passageways — the only corridors in the school. Behind this central group are two other buildings, consisting of third- and fourth-, and fifth- and sixth-grade rooms.

All foundations are poured concrete, 4½ feet deep and 12 to 16 inches wide. Four to six inch poured concrete slabs form the floor bases. A central heating plant was decided upon, primarily because of savings in maintenance.

The exterior walls consist of common brick veneer tied to cement blocks across a two-inch air space. Weep holes are provided at the wall bases — all covered by a wide band of copper flashing. Interior walls of the classrooms are plastered. The walls in the passageways, toilets, and auditorium are made of a special plastic — impregnated block which is wainscoting high, and of painted cement blocks above a 4 foot high metal trim.

All floors are covered with asphalt tile and all ceilings with finished acoustical fiber boards. The roofs are made of fir timbers and covered with heavy felt and asphalt shingles.

The classrooms are 23 by 35 feet; the kindergarten is 23 by 38; and the auditorium is 44 by 77. In addition, each unit has its

own custodian's maintenance closet. All rooms are connected together by an intercommunicating telephone system.

Off the auditorium are a principal-trustee's room paneled in knotty pine and a health-teacher's room. A small kitchen in the same building represents unusual progress in a school where many children still go home for lunch. A small storage room, custodian's workroom, and a small basement complete the facilities.

In the kindergarten radiant heat in the floor is used as supplementary heat. And in the auditorium a folding stage represents a compromise with space and economy.

The entire school was developed so that an extra unit can be added if required in the future. The central heating plant will accommodate such expansion.

The Stony Brook taxpayers are getting their new school at 97.9 cents a cubic foot. Their total 20-year bond issue of \$295,000 was sold for 1¾ per cent interest, plus a small premium. Already \$10,000 of this sum has been retired.

At the end of ten months of construction few shortages developed and delays occurred. The sixth grade was graduated from the new school in June, and the completed school dedicated September 4, 1951. This remarkable progress in these critical times is eloquent praise of the exceptional co-operation between architects, contractors, clerk of the works, and board members.

Even the workmen on the job have caught the feeling of community pride and accomplishment which has characterized the building of Stony Brook's new elementary school. This feeling is best expressed by the wording of the bronze plaque which will take the place of the usual catalogue of school and construction officials names. The plaque reads

This school is dedicated by the citizens of Stony Brook to the education of their children to whom they entrust their traditions, ideals, and hopes for America.

## SCHOOL FINANCE

► New York, N. Y. Expenditures totaling \$89,434,504.93 have been recommended by the city planning commission to begin the construction of 39 new schools and the modernization of others in 1952.

The total was augmented by another appropriation of \$10,846,927.50 for the board of higher education.

The recommendation for new and improved school facilities was \$54,540,268.71 below the \$143,974,773 requested by the school board to meet anticipated registration increases in the coming years.

The school budget for 1952 sets aside \$8,351,104.23 for the acquisition of sites required for the proposed new buildings. Existing but antiquated schools will be modernized at a cost of \$7,041,449. The acquisition of school play space will cost \$535,158.

► St. Paul, Minn. The school board has allocated \$1,500,000 in bond funds to finance a new junior high school building. The board has also approved plans for a new Highland Park elementary school.

► Carnegie, Pa. The school board has approved a new insurance program for school district property totaling \$1,426,000. A total of 11 insurance agencies will participate in the new program.

► Ottumwa, Iowa. The board of education has collected \$25,000 in interest from investment of building fund money in the past two years. C. D. Evans, a member of the board in charge of the investments, reported that he had withdrawn \$300,000 for use in meeting building costs, and had reinvested the remaining \$800,000. The balance was used to purchase 90-day government certificates, at a price to yield 1.65 per cent interest.

► Garden City, Kans. The school board has voted to reinvest \$900,000 in government securities. The new securities, which will mature October 1 of next year, will draw one and seven-eighths per cent interest. The board has approved the purchase this year of \$20,000 of school bonds sold as part of the million-dollar bond issue for a new school.



# A Rural School Principal Meets His District

*Herbert W. Schroeder\**

Every year hundreds of school principals face the challenge of meeting new districts. The way this challenge is met is very important, both to the new principal and to the school board who employs him. The method used probably determines to a large extent how clear and true a picture the principal gets of his new district, and the points at which his particular talents may be used to the best advantage of the children. Indeed, it is possible that the manner in which a new principal meets his district influences the future of its educational program more than is generally realized.

The usual professional literature gives little help in meeting this problem, however. Most textbooks pass over it lightly, if they touch it at all. Possibly the reason for this lack of attention to the problem is the fact that there can hardly be a set procedure to follow. Meeting a new district is an intensely personal experience, and it can be handled only in a very personal way. The purpose of this article, then, is to make a few suggestions and to tell how the problem was met in one case, with the hope that other principals faced with similar situations may be able to adapt some of the methods related here to their own advantage.

Most action, we are told, is based upon principles, which may or may not be expressed, but which are present nevertheless and serve as guide points for determining the line of action to be taken. In meeting a new district, the following guide points are suggested as appropriate ones from which to develop a line of action:

1. A new principal must be known as a person before he can be accepted as an educational leader.
2. Most people are actually quite eager to meet the new principal.
3. Introductions to students, teachers, non-instructional staff, parents, and other residents of the district should arise from natural situations and preferably in the normal course of business.
4. In the beginning, considerable time should be spent in friendly observation and in surveying the new situation.
5. The school principal and his family should indicate early their desire to take part in the life of the community.
6. The process of meeting a district continues as long as the principal holds his position.

\*Supervising Principal, Cato Meridian Central School, Cato, N. Y.



*The staff conferences provided an opportunity for becoming acquainted as well as for solving immediate problems of the school.*

The acceptance of these guide points, however, does not mean that a new principal can sit down and map out a detailed plan of action. Like all guide points of this type, they merely reflect a philosophy which, if accepted, will be the basis for the principal's conduct as he takes over his new job. Actually, meeting a district is a natural rather than a planned process. The principal decides on a general approach according to the philosophy he has come to accept. Then he takes advantage of the opportunities that inevitably arise. Each point listed will probably be reflected in almost every move he makes.

As I look back upon my own experience, I often wonder how these principles were reflected in my own actions. Here is the way it happened.

I came to my new position in January. The first term was nearly over, and school was running according to schedules already set up. It would have been easy to cause considerable confusion by upsetting routines adopted to meet specific conditions with which I was not at all familiar. It was necessary

to become aware of these conditions if I were to discharge my duties in a professional manner. Therefore, I decided to spend as much time as was needed in the beginning to make them a part of my thinking. My first act was intended to give me this time.

I made arrangements for one of the vice-principals, who was familiar with the routines of the school, to act as principal so that I could witness the procedures used without injecting my personality into them. This allowed time and freedom for moving about. I spent this time observing and mulling over the situation and trying to develop a sensitivity to the conditions under which the school system was operating. Without this sensitivity it was impossible to get an accurate impression of the district. During the process there arose many opportunities for meeting people in natural circumstances.

Some important administrative areas pose little problem as far as meeting the people involved is concerned. These are the areas in which the personnel is limited in number and where the nature of their work brings



*The principal met every child in the school boarding or leaving the school bus.*

them into close daily contact with the principal. Such individuals, for example, are the vice-principals, the office force, and the maintenance staff. In the course of finding out what records are available, what routines have been established, and what facilities are available in the building, a new principal will meet the members of his staff several times daily at the very start. How to meet the students and the larger group of the faculty is not quite so obvious, however.

Within ten minutes after reporting for duty a decision had to be made in regard to meeting both students and faculty. One of the commonly accepted methods is to introduce the new principal in a special assembly or faculty meeting. This method seemed to violate the guide point, previously set up, that all meetings should arise from natural situations and in the normal course of business. But what method is there to use instead? It was here that the school buses came to mind.

Transportation in country districts has become one of the major problems facing rural school administrators. New principals, therefore, usually survey the transportation situation as soon as possible. For that reason, and since the great majority of pupils were transported to school, why not ride each bus in turn and meet each student personally? It seemed a logical way to combine the essential process of meeting all the children with the essential task of observing and surveying the transportation problems.

Riding the buses proved to be an enjoyable and profitable experience. The knowledge of the drivers was invaluable. During the two weeks spent on this project, I learned a great deal about local transportation difficulties and how they were being handled. I gained an impression of the topography of the district. But even more important, I personally met nearly every child enrolled in the school system.

As each pupil entered or left the bus the

driver introduced us. I saw where each one lived and met some of the parents. In less than two weeks I had met nearly a thousand individual pupils and was being recognized in the corridors as I moved about the building.

An opportunity soon came to meet the entire student body. It seemed a desirable thing to do, in order to get a picture of the whole group. It happened that a canceled program left an opening in the assembly schedule. While pursuing a hobby of cave exploration I had collected a number of slides and some equipment. These had been worked into a lecture on caves which I had occasionally given to interested organizations. This lecture served as a substitute for the canceled program, and incidentally gave me a chance to see the student body as a group.

On other occasions I sang in school chorus rehearsals and substituted occasionally for teachers in the classroom. The whole process of meeting the student body was to me an interesting and enjoyable experience, and not the stiff and formal process it might have been.

How to meet the faculty with the same approach seemed more difficult at first. Since formal introductions had been rejected, other methods had to be used. It turned out, however, that many natural opportunities arose in the course of observing the system. There were many questions to ask. Many teachers stopped in the office or came forward in the corridors to make themselves known. Before a month had passed I had met most of the faculty. By the time of the first faculty association meeting, it was not necessary for me to be introduced, I merely asked for a few minutes in the regular order of business to discuss a matter of common interest pending in the state legislature.

The opportunity of meeting each teacher individually came naturally at a later time when salary notices for the following year were given out. Arrangements were made for

each teacher to be free when necessary in order to confer with the vice-principal in charge of his department and myself. At this conference we explained salary steps, and considered problems raised by individual teachers. A great deal of information about the school program was obtained in this way, and the teachers seemed to appreciate the opportunity of meeting the principal in conference.

One of the most important groups a new principal should know is the group composed of his administrative assistants. Good administration required that the lines of responsibility and authority be made as clear as possible. It is equally essential from the personnel point of view that this section of the staff operate from a common and well-defined school philosophy. Too often a new principal does not really meet his colleagues because he expresses and thus imposes his own philosophy on them in the very beginning of the relationship. This discourages the administrative staff from making themselves known as individuals, and the whole process of meeting them on common ground may be delayed for a long time.

In our case, we used an approach which seemed effective. A specific time was arranged in the weekly schedule for an administrative staff meeting. The meeting was attended by the three vice-principals in charge of the various levels of the school and the guidance director. Our first decisions were concerned with defining the scope of the various positions. This led to questions of philosophy and administrative policy. As the discussion progressed we began to understand each other to a degree that might have been otherwise impossible.

In the meantime, our family, too, had been meeting the district. In the course of doing our normal business we made friendly contacts in the business community. Our children attended Sunday School and we attended church. In many other ways we began to meet our neighbors. This led eventually to invitations to attend meetings of civic and fraternal organizations, which in turn led to a wider circle of acquaintances. Occasionally, an invitation was received to speak before groups in the community. These were accepted and led to many pleasant introductions. Our boys joined the 4-H Club and they, too, soon made acquaintances of their own.

As I look back, I can see how the guide points suggested above contributed to the development of a line of action. Based on the assumption that a principal must be known as a person before he can be accepted as an educational leader, it was decided that formal or group introductions would not suffice, and might even give the wrong picture or at least retard the development of a real sensitivity to conditions existing in the district. This method of meeting people was therefore subordinated to meeting them as individuals wherever possible, and in the usual course of business. It proved extensive enough to permit meeting all the students, teachers, noninstructional staff, and a large part of the district community.

(Concluded on page 69)



# The School Furniture Problem

Edwin E. Niccolls\*

During the past twenty years there has been very little careful study of school furniture. Shortly before World War II certain school furniture manufacturers developed some new types of seating to replace the old screw-down desks and many of them were sold to the public schools, but the rapid changes in the school program and teaching methods, especially in the elementary schools, have created an increasing demand from teachers and principals for a type of furniture that has greater flexibility and is more functional.

As a teacher, a vice-principal, and a principal, I have watched the growing dissatisfaction with the available type of school furniture. In 1942 I was called into the Central Office of the San Francisco Schools as Acting Deputy Superintendent of Physical Properties. In this position I was responsible for the procurement and maintenance of school furniture and equipment. I soon began to realize how widespread and urgent was the demand for classroom furniture that was more flexible, more functional, and had more eye appeal.

## Six Selection Principles

There are a few basic principles that are important in the selection of school furniture.

1. *It must be safe.* It should have no sharp

\*Assistant Superintendent of Schools, San Francisco, Calif.

corners or metal edges that can cause an injury to a child.

2. *It should be well built and sturdy.* School furniture takes a terrific beating.

3. *It should be readily movable* to permit easy regrouping in the classroom.

4. *It should be designed to encourage good posture.*

5. *It should have lines and colors that are pleasing to the eye.*

6. Materials chosen and methods of construction should be used that will, as far as possible, avoid splinters and rough edges.

The number of telephone calls that have come to my office during the past ten years complaining that nylons have been snagged on a rough piece of furniture have been legion.

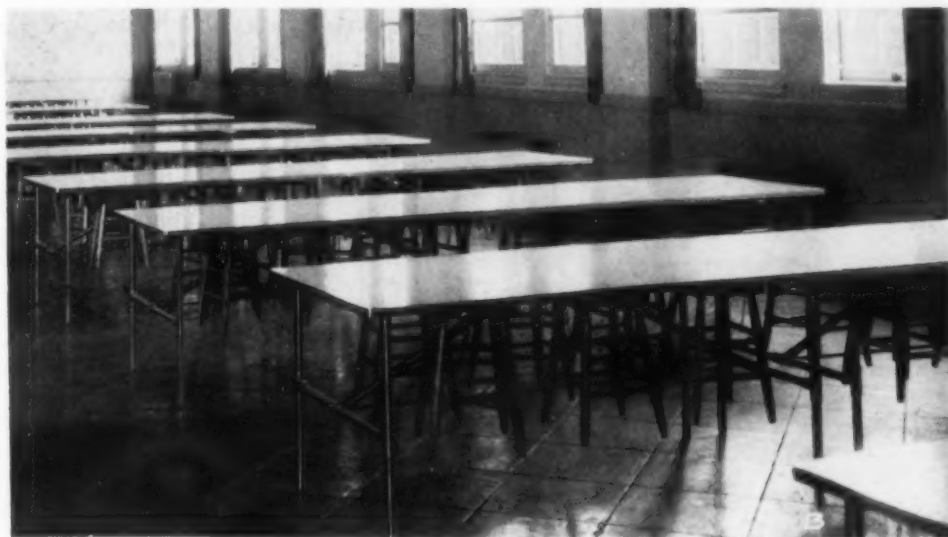
During the past four or five years I have discussed this whole problem with a number of Eastern school furniture manufacturers and their local representatives. They were sympathetic and listened with patient tolerance, but there was no inclination to modify their lines.

We decided to do something about it ourselves. By this time we had developed definite ideas. We thought we knew some of the things we wanted. The question was, who could we get to do the manufacturing?

One thing we wanted was a child's chair built for children. Most of the chairs on the market were designed as adult chairs, cut down to children's sizes. The little all-wood chairs were light but fragile; the all-hardwood and the wood and metal chairs were too heavy for kindergarten and first grades. None had the posture features we desired.



Classroom at Phoebe Apperson Hearst School, equipped with adjustable height tables and chairs.



Cafeteria tables in the Galileo High School. Note stools hung under table tops.



*Pupil tables at the Phoebe Apperson Hearst School, adjustable in height from 19 to 25 in.*

One day a young engineer came to my office and became interested. Together we designed and built an all-aluminum chair. It didn't follow the conventional methods of construction. The different parts were stamped on dies and welded together. There is not a nut, or a screw, or a bolt in the chair. It is strong and sturdy and has no sharp edges. It is almost indestructible. It weighs about four pounds. It has a saddle seat and was designed with the difference between the body structure of the child and the adult in mind. The design encourages good posture. *This is a child's chair built for children.*

We have about 2000 of these chairs in use in our schools. The youngsters love them. Kindergarten, primary teachers, and our posture specialists wrote enthusiastic letters about them. Unfortunately, aluminum is a critical material and their manufacture is discontinued at the present time.

### **Maintenance-Free Cafeteria Tables**

The next item we developed was a cafeteria table for secondary schools. We have been using several types of table.

The round table fastened to the floor and equipped with four attached seats is expensive and does not provide comfortable seating for many of our patrons. The full grown high school boy and the adult have a difficult time with this table.

The round movable table with detached chairs has many disadvantages. It does not set up well for class dinners or committee functions. We have found the rectangular table much more satisfactory. However, none of these tables have been satisfactory. The

fixed table with attached chairs is inflexible, expensive, and uncomfortable. Both the round and the rectangular table with detached chairs present a difficult cleaning problem.

Before the cafeteria is swept the table must be cleared, cleaned, and the chairs put up on the table. In a big cafeteria this is quite a chore. Then, after sweeping, these chairs must be put down again. In a cafeteria seating 200 students this means moving 400 chairs a day. In a 180-day school year it means moving 72,000 chairs. Every year a number of these chairs fall off the tables and are broken. Chair casualties are greater in school cafeterias than in any other part of the building. Table tops soon become marred with the constant moving on and off of the chairs, and refinishing is frequently required.

About two years ago we developed a rectangular cafeteria table seating six. The frame is stainless steel with cross braces between the end legs and a tie rod with a turnbuckle between the two-end cross braces. These braces prevent any sag in the top. The top is plywood covered with formica with an undercoating of masonite. The top which is approximately one inch thick has a stainless steel band. Underneath the table are six racks similar to a hat rack on a theater seat. Instead of chairs for seating we use 18 in. stools. These stools fit in the racks, leaving ample room for the janitor to sweep or scrub. After lunch many of the students put the stools back in the racks, and those which are left out can be replaced very quickly. This has cut down the cleaning time in the cafeteria at least one third.

The first cafeteria equipped with 65 tables has been in operation two years. Not a single stool has been broken, and the table tops look as new today as when they were installed.



*A primary room at Eucalyptus Home School, equipped with aluminum chairs.*





*All purpose tables, adjustable in height from 24 to 30 in., used in kindergarten class, Hillcrest School.*



*A typing room at Balboa High School, equipped with adjustable tables from 24 to 30 in. Note book racks.*

We can see no reason why these tables will need any maintenance work for from 10 to 15 years. The initial cost of tables and stools was about \$20 per seat. We believe this will be the cheapest cafeteria seating we have ever had.

### **Pupils' Desk-Tables**

Pupils' desks in our elementary schools have been a problem for a long time. So many different desk heights are required. We had been building tables for the elementary schools for years but had never been satisfied with them. It required five different heights: 19 in., 21 in., 23 in., 25 in., and 27 in., to give proper seating. We never had the right number of the right size to properly seat all of our students. It meant that we had to carry in stock a considerable number of all sizes at all times. It meant moving desks from one school to another. It required a considerable amount of storage space both in schools and in our warehouses.

For a long time I had been trying to get someone interested in building an adjustable desk which would make it possible for us to seat all elementary grades by using one, or not more than two, different desks. There were a few possibilities but they did not meet our requirements. We wanted a desk that was functional, that was safe, sturdy, and had beauty.

About a year and a half ago I met an interested young man to whom I explained what we had in mind. He had vision and imagination and together we developed some ideas. We have in San Francisco a committee of principals who have been working with me on this furniture problem. This committee was called together; the young man brought

in a draftsman, and this whole group working together outlined the things we wanted in a table. A number of designs were drawn and several samples were built. By this method we developed a table that is adjustable from 19 to 24 in., and a similar one adjustable from 24 to 30 in., in height. The tables have tube steel bases with a beige colored finish, hard maple tops finished in natural color; both sizes have desk shelves and pencil racks. They may be had in single or double student seating and any desired size top. These tables are not only beautiful but they meet the requirements of the fundamental principles mentioned at the opening of this story.

We installed the first of these pupil tables last fall and they met such instant approval that we have purchased them for the new schools now under construction.

### **All Purpose Tables**

Classroom tables, teachers' tables, or general utility tables, as they may be called, have also been a serious problem in the elementary schools. We need different heights in school libraries and elementary cafeterias. We had to carry in stock many different kinds of tables to accommodate our schools. Tables with wood tops were not satisfactory for elementary science, for clay modeling, or finger painting. We wanted an all-purpose table.

Using the adjustable feature of the student table described above and the formica top of the cafeteria table, we developed an all-purpose table adjustable in height from 24 to 30 in. It is rectangular, 30 in. wide and 60 in. long. We are building this with a plywood top covered with formica with an undercoating of masonite. This can be used

in any room and any grade for any purpose. We use the same color on the base as on the student table base and a light colored acid-proof formica top. The whole ensemble has splendid eye appeal. It is a good combination of beauty and utility. It is built for use in elementary cafeterias, classrooms, libraries; for art classes, finger painting, clay modeling, etc. It has been chosen by the home-economics department for use as a sewing table in the secondary schools. It is in reality an all-purpose table.

There has been an insistent request for a number of years from our typing instructors in the high schools for an adjustable typing table. There have been a few offerings but they have been very expensive; most of them had so many moving parts that we felt that their use in high schools would soon bring many maintenance problems.

### **Pupils' Typing Tables**

A year ago a group of San Francisco commercial teachers, together with a group from the San Francisco State Teachers College made a study of instructional needs. One thing they all insisted on was a students' adjustable typing table. They searched the market and found nothing that satisfied them. One of the members of the group came to my office with the problem. We determined on the desired top size and went to work. One of the things desired was a rack for storing textbooks, that would not interfere with knee room and would leave the whole table top free for typing. Again using the adjustable leg principle found in our student table and fastening a bookrack on the leg we designed a table which we felt might answer the purpose. A

(Concluded on page 68)

# Preventive Maintenance for School Buses *Burton H. Belknap\**

Preventive maintenance is a must in connection with economy and safety in the operation of school buses. It implies periodic attention, both on a time and a mileage basis, to the varying lubrication and servicing needs of the individual bus. To these procedures, the regular and systematic checking of both chassis and body parts must be added. Types and grades of lubrication materials may be found listed in the maintenance manuals which the chassis manufacturers provide. However, the time and mileage procedures listed are usually those recommended for truck operation. Some of the chassis manufacturers do make allowance for (1) over-the-road, (2) inter-city, (3) short-haul use of trucks. The latter comes nearer to school bus needs than do the two former.

Preventive maintenance should start with putting the new bus into operation. On delivery of the bus it is good practice to take nothing for granted. A thorough check should be made on all working parts. It is particularly desirable to remove the front wheels and to make sure that the front wheel bearings are properly packed. All wheel studs should be checked for tightness with a wheel wrench, and tire pressures should be checked with a tested tire gauge. All lights, brakes, and signaling devices should likewise be checked for proper performance. Lubricant levels in the transmission, differential, and motor base should be checked, as well as the fluid levels in the battery and the water level in the radiator. Of course, the amount of gas in the gas tank will be determined before starting out on a trip with the bus.

## Good Housing Valuable

Preventive maintenance requires proper housing facilities and equipment for rendering the service needed. The service requires a competent mechanic and trained and experienced drivers. Individual responsibilities must be thoroughly established at the outset. With the smaller fleets the mechanic may well also be one of the drivers. With the larger fleets he may be called upon to drive in emergencies. Finally, drivers, mechanic, transportation supervisor, administrator, and employment agencies must each understand the exact bounds of their respective fields of activity and responsibility.

Before getting into the maintenance schedule further, there is the matter of records. In

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this connection it is just as essential that a detailed record of procedures for each bus be kept as is the record which the physician keeps on his individual patients. A small file equipped with a folder for each bus will serve as a repository for such records. Cards may be used if preferred to larger sheets. However, it should be possible from the record to delve into the complete history of each bus at any time. To illustrate, the check of the record should show the date and speedometer reading at the time of the last change of spark plugs, relining brakes, repacking front wheel bearings, or any one of a dozen or more services.

Likewise, forms should be provided the drivers on which to report failure or improper functioning of any part of the bus mechanism. These forms should always identify the bus, the driver, and give date and distance meter reading at time of the report. These should be followed by report of the mechanic, including the date and distance meter reading at time of his report.

In that some of the procedures are predicated on a mileage basis while others are on a time basis, consideration of the two separately tends to somewhat simplify the presentation for the reader. The one set of

procedures is fully as important as is the other. With proper maintenance it is evident that time is rather more involved in depreciation than is mileage.

## Mileage Procedures

Each 1000 miles the chassis should be lubricated, and the chassis manufacturer's lubrication chart should be used as a guide. Lubricant levels in transmission and differential should be checked at this time. The water level in the radiator should be checked as well. In case the bus does not include an oil filter as a motor accessory, the oil should be changed at this time. The grade and weight of oil used should be determined by the chassis manual.

Each 2000 miles, in addition to the usual lubrication, the distributor grease cup should be filled and turned all the way down. Transmission shift linkage should also be lubricated. The air filter should be washed and refilled.

Each 3000 miles change the motor oil if motor is equipped with oil filter. (See the manufacturer's chassis manual for grade and weight.) Check the idling speed of motor and check the idling jet. Lubricate the generator by applying five to six drops of very light oil. It is very easy to overdo the lubrication of electrical mechanisms.

Each 5000 miles the front wheels should be removed, the bearings cleaned and repacked. Brake linings should be examined and tires should be rotated, back to front, front to back, left to right and right to left. It is expected that 20 per cent more service will result in such tire rotation.

Front wheel alignment, toe-in, and camber should be checked. (See manufacturer's manual.) Steering gear, brake and clutch pedals should be lubricated as well as the starting motor. At this time apply three or four drops of motor oil to the wick under the distributor rotor. The carburetor and sediment cup should be cleaned.

Further checking at this time should include the following: Adjustment of hand and foot brake; brake fluid level; clutch adjustment; generator charging rate; universals; springs; fan belt tension; radiator hose; and spark plugs and distributor proper spark gaps. (See manual.)

Each 10,000 miles replace spark plugs with new plugs. (See manual for proper temperature and gap.) Inspect the distributor and check the points and gap. The oil filter cartridge should be replaced if not previously changed



at an earlier oil change interval. The motor is now due for a major tuneup.

Each 30,000 miles the muffler and tail pipe should be examined for general depreciation. The fuel pump should be rebuilt and the diaphragm replaced. The universals should be repacked, as well as the rear axle bearings if not provided with other means of lubrication. (See manual.) Tires should be examined and those with major defects or smooth treads replaced. (School bus tires with limited mileage over a three or more year period should not be recapped.) Motor valves should now be ground and the exhaust valve guides replaced if necessary.

Each 60,000 miles front wheel assembly should be examined and any worn parts replaced. The same holds true for all steering connections, and rear spring hangers. The fuel pump should be replaced and the shock absorbers either rebuilt or replaced.

Each 90,000 to 100,000 miles, depending on general condition, the motor and chassis running parts should be reassembled and new parts installed wherever wear indicates the need. Following these procedures, together with the time procedures which follow will make an added 90,000 to 100,000 miles of safe and economical service.

#### Procedures Based on Time

Each week the tire pressure should be checked. (For proper pressure see chart below.) Further checks at this time should include the radiator fluid level and the oil

level in the crankcase. The latter should be checked as often as each 250 miles where greater weekly mileages are involved. The radiator should be checked with the hydrometer where alcohol is being used.

Each two weeks the fluid level in the battery is due for checking. (Proper level is  $\frac{3}{8}$  inch above plates.) In exceedingly hot weather the battery may well be checked each week. At other times the two week period is safe.

Each spring the crankcase should be drained and flushed with a good grade of flushing oil after which the refill should be of summer grade and weight oil. (See manual.) The radiator should now be drained and flushed with a good grade of flushing compound. A rust inhibitor should be added to the water refill. The transmission and differential should be drained, flushed with pressure gun and flushing oil, and refilled with a summer grade of lubricant. Body and chassis parts should be checked for loose parts.

Each fall the above procedures should be followed except that permanent antifreeze should be used in the radiator for cold climates, and oil and lubricants should now be winter grade and weights. Hose connections should be carefully checked before putting permanent antifreeze in the radiator.

Each two years the motor base should be removed and the crankcase thoroughly cleaned through the use of a pressure gun and flushing oil. The case should be allowed to thoroughly drain before replacing the base. A new gasket will be needed at this time.

Frequently check the battery with a hydrometer when nearing the end of the period for which the battery is guaranteed. Frequent checks should be made for needed body and fender repairs and paint touchup to prevent rusting.

#### TIRE PRESSURE CHART

Tire Size	Pounds Pressure	Capacity per Set
7.00x20 8 ply	50	1950# $\times 6 = 11,700$
7.50x20 8 ply	55	2250# $\times 6 = 13,500$
8.25x20 10 ply	60	2750# $\times 6 = 16,500$
9.00x20 10 ply	65	3450# $\times 6 = 20,700$

#### RADIATOR ANTI-FREEZE CHART

Freezing Point °F	Denatured Alcohol Vol. %	Alcohol Sp. Gr.*	Ethylene Glycol Vol. %	Ethylene Glycol Sp. Gr.*
20	20	.975	17	1.026
10	30	.965	25	1.038
Zero	39	.955	33	1.048
-10	45	.945	39	1.056
-20	50	.935	44	1.063
-30	62	.925	49	1.069

\*Tests made at 60° F.

#### TESTS FOR BATTERY CHARGE

Charge	Sp. Gr.	Freezing
Full	1.291-1.316	-50°F
$\frac{3}{4}$ Full	1.261-1.286	-31°F
$\frac{1}{2}$ Full	1.241-1.256	-17°F
$\frac{1}{4}$ Full	1.196-1.226	-6°F
Discharged	1.136-1.161	8°F

The above program carefully followed from driver reports, periodic procedures, and case history of each bus will provide safe, economical, and care free service.

## The Formula Idea in Determining Salaries of School Executives and Supervisors—I

Otto W. Haisley

So many inquiries have been received since the first publication of the *Formula for Determining the Salary of the Superintendent of Schools*, that it seems wise to review some of the suggestions made regarding the improvement of this formula and some of the fears and criticisms expressed about it.

There is a group of school executives, growing in number, who believing in the principle of the formula, have inquired what has been done to extend the application of this formula idea to school administrative and supervisory personnel beyond the superintendent of schools.

It is the purpose of this article to review some suggestions, as well as fears and doubts expressed about the formula idea as applied to the superintendent of schools and, likewise, to present some ideas and suggestions

about extending it to other administrative and supervisory staff members in the school organization.

#### As Applied to the Superintendent

To refresh the memories of readers, the formula is repeated at the top of page 46.

#### The Criticisms Summarized

One criticism that has been made is that the formula provides no systematic, guaranteed annual increment to the salary of the superintendent. It is asserted that it has become accepted practice that school personnel shall receive an annual increase until the maximum salary is reached. Usually this is fixed and definitely set forth in the salary schedule.

It is asserted that since school boards are accustomed to the practice of annual increments, it would be helpful to establish a minimum increment to guide school boards in their thinking upon and their handling of this matter.

From a group in California has come the suggestion that the minimum annual increment should be represented by the index number .05. Interpreted, this would mean, in a school system where there is a teacher's salary schedule with a \$5,000 maximum, that the annual increment of the salary of the superintendent should be \$250.

Another group of schoolmen feel that this index number representing the annual increase of salary, is too low. They cite the increasing tendency in school salary practices to reduce the number of years required for the teacher

## Formula for Fixing the Salary of the Superintendent of Schools

### FOREWORD

School board members frequently raise the question, "What should the salary of our superintendent be?"

A formula has been worked out which has been of assistance to boards of education in answering this question.\*

This formula is based on the principle that there should be a definite relationship between the salary of the superintendent and the salary of the teacher. In developing this formula an effort has been made to determine this relationship.

There are six factors involved in the formula. The first of these factors credits the superintendent with a status equal to that of the teacher.

Factors 2, 3, 4, and 5 represent four measures of the magnitude of the superintendent's responsibilities as the chief executive of the school system. These four factors are matters of arithmetical computation.

The sixth factor is based on an evaluation of the services of the superintendent by the board of education. No effort is made to guide the individual board in how it shall do this. Each board will have its own criteria for judging and it will apply these in line with its own thinking and standards. This may likewise include length of service.

It is assumed that any individual who, as superintendent is entrusted with the leadership of a school system has better than average qualifications for functioning in a school situation.

The weighting of the personal equation factor should be looked upon, therefore, as ranging from good to very excellent, the .05 appearing in the formula representing good and running up to 1. as representing what an individual school board might consider very excellent.

The six factors that go to make this formula are each given a weighting. The sum of these weightings constitutes the index number of the superintendent. These six factors are set forth below.

\*AMERICAN SCHOOL BOARD JOURNAL, May Issue, 1948.

to go from the beginning salary to the maximum established in the adopted schedule. Whereas formerly, 18 or 20 years was not uncommon practice, it is now quite common to reach the maximum salary in 10 or 12 years.

It is an interesting commentary on school salary practices that in the system in which the writer works, the annual steps from the minimum to the maximum in the building and grounds employees' group are six in number whereas twelve steps are required for people on the teaching staff. And this is typical of school systems in general. Perhaps someone can give a logical and defensible answer for this practice beyond the point that in the building and grounds employees' group the pattern is taken from business.

A logical suggestion for determining the annual increment of the superintendent's salary is to use the index number of the superintendent, not only in determining his salary but, likewise, in determining his annual increment.

If the principle of "relativity" is to be used in determining his salary, the same principle should be used in determining his annual increment. The annual raise should be fixed by applying his index number to the

### ELEMENTS OF FORMULA SHOWING RANGE OF WEIGHTINGS

I. *Base Index Number Credited to Every Superintendent*  
Use 1. The number 1. is the base index and represents the salary of the teacher at the maximum on regular salary schedule with a degree comparable to that of the superintendent.

II. *Pupil Membership*  
Use the following table to arrive at the weight to be given for this factor:

Up to 1000 pupils in school system	.4
1000 to 2000 pupils enrolled	.6
2000 to 4000 pupils enrolled	.8
4000 to 8000 pupils enrolled	1.
8000 to 24,000 pupils enrolled	1.2
24,000 to 100,000 pupils enrolled	1.4
100,000 and up	1.6

III. *Number of Teachers Employed*  
Use the following table to weight this factor:

15 to 125 teachers	.2
125 to 600 teachers	.3
600 teachers and more	.4

The lower limit for teachers employed is here placed at 15 because there has been inadequate testing to the formula in small school districts.

IV. *Wealth of Community*  
Weight according to the following table:

For each 1 million dollars of assessed valuation up to 10 million dollars	.005
For each million dollars in addition thereto up to 400 million dollars	.001

V. *State and Federal Money Received by Local School District*

Weight according to the following table:	
For each \$25,000 or portion thereof, up to \$200,000 which is received from such aid	.005
For each \$100,000 thereafter or portion thereof, up to a total of 1 million dollars	.005
For each 1 million dollars of the next 10 million dollars	.02

VI. *Personal Equation*

This calls for an evaluation of the superintendent by the board of education according to such criteria as a board cares to use. The range of this factor is placed from .05 to 1—good to very excellent—representing the board's judgment of personal and professional competencies in the superintendent.

nel, which increases the superintendent's responsibility. Heavy leadership demands are placed upon him which does not seem to be recognized in the formula.

Some of the very large cities already go beyond what is provided for in the formula. It is quite possible that for these cities the allowances in the formula for the items of "number of teachers" and "assessed valuation" should have been extended beyond the point where they go in the formula published.

### Amendments Suggested

With these criticisms in mind and following suggestions made by people working in the field, we should like to suggest the following amendments to the original formula:

#### 1. Number of Teachers Employed

- .4 600 to 1000 teachers
- .05 for each additional 1000 teachers employed or any part of this number

#### 2. Wealth

- .001 for each million dollars of assessed valuation beyond ten million dollars and up to one billion dollars. (This is a substitution for the 40,000,000 in the original formula.)

#### 3. Annual Increments—If such are deemed advisable boards of education might agree to use the index number of the superintendent to determine the annual increments to his salary.

#### 4. .08 Possession of a doctor's degree

There is a group who see the school superintendency assuming a place in our social organization so important, and so generally recognized as such, that the monetary remuneration for such people will go considerably beyond that arrived at by the use of the formula. They fear any wide use of the formula in the belief that it will set a maximum which is too low. This group fears a crystallization will result from its use which will be disadvantageous to the financial interests of the superintendent.

This group rejects the basic thesis of the "formula idea," namely, that there is a logical, recognizable, and demonstrable relationship between the salary of the teacher and that of the school administrator.

This group would go to big business and the highly compensated professions for the pattern of salaries to be paid to the school superintendents. They haven't, so far as I know, cited motion picture actors and actresses, nor have they made reference to the salaries of government executives or social service executives. Without further reference to Hollywood artists, it can be said that if any outside group is taken for comparison, it is probable that the most logical group is that in governmental service. But this group is passed over by the proponents of the comparison theory for the obvious reason that it does not furnish a desirable compensation pattern.

### Danger of Industrial Comparisons

It seems to the writer that there are dangers in trying to make the case for higher salaries of superintendents on the basis of salaries paid to the tycoons of business and industry

increment provided in the regular salary schedule.

### How Recognize Degrees

It has been common practice among boards of education to recognize through salary schedules the scholastic degree which an employee holds. Thus, a master's degree person may be given an annual salary of \$200 or \$300, or even \$400 higher than a person holding only a bachelor's degree.

It is pointed out that more men working in the school superintendency are required to have, and do have, a doctor's degree. This represents additional study, an added investment of time and expense, and should be recognized in the schedule.

The following suggestion has been made: For the superintendent possessing a doctor's degree, assume that this represents a minimum of two years' study and work beyond a master's degree. Include in the formula for this item the number .08 for those possessing a doctor's degree.

The criticism has been made that the formula does not make adequate provision for the very large cities. Large cities require involved and intricate organization of person-



or to the most skillful of surgeons or the most astute of lawyers.

It becomes a personal threat to any superintendent when it is thought by teachers and others that his salary is out of line with those of teachers or that a board of education can find the funds to raise his salary and do nothing about the salaries of other employees. Wise superintendents have refused increases in their own salaries, when such increases were not accompanied by increases in the salaries of teachers.

Since the publication of this formula, many comments ranging from derision to high commendation, have been received. One superintendent from a large city accuses the writer of being a supreme optimist and unrealistic in believing that boards of education would ever evaluate superintendents as highly as indicated by the formula. On the other hand, there is an abundance of testimony that the formula has been of great help to many school boards who have been guided by it. The formula does not aim necessarily to increase the salary of the superintendent but rather to establish a justifiable relationship between the salary of the teacher and that of the superintendent. Its application does, in most cases, increase the salary of the superintendent, but it never divorces the salary approach from the function of the superintendent in the school system and the role he plays in the community.

The value of the formula is illustrated by the experience of a superintendent of an agricultural school district. He reports living in an area of low property valuations. In the community salaries are low in all activities. Yet his board, recognizing the validity of the factors set forth in the formula, were willing to use it in determining his salary. This gave him a markedly changed financial status; but what is more important, he has a new professional drive, a new importance, a sense of real worth to the community. This was done without stirring up antagonisms because of the reasonableness of the approach and the acceptance of the principles set forth in the formula.

### A Democratic Framework

Every school system must work in a financial framework set up by law. Operating expenditures generally must conform to that framework because most of us find it difficult to operate within a budget which represents the maximum amount we can raise within that financial framework. Expenditure items, therefore, are under close scrutiny by the board of education, the public, and the school staff. The balance sought in these expenditures is invariably determined by comparisons of expenditures within the system rather than going outside for criteria or examples. Any expenditure which gives the appearance of being fantastic will not stand up. This principle applies to the expenditures for the services of a superintendent as well as other budgetary items.

There is a growing feeling that the best school administration in America today is

found in communities where the superintendent has the direct help of both administrators and teachers, in the process of policy making and the improvement of the school program. That school system where the "colleague" is strong between teachers and administrator has hope for the future for it has in it the essence of health. Contrast this "colleague" concept with the "superman" concept. No matter how wise he may be, the man at the top does not have all the answers; he must work with others in seeking correct solutions of problems; he cannot be a dictator.

The surgeon, as he performs a difficult operation, or the highly versatile lawyer as he pleads a case in court, is in a situation quite different from that of the school superintendent in his typical roles. The superman idea and the superman role are not, for many reasons, acceptable for the school administrator, be he superintendent, principal, or department head.

There are those who assert that a salary of twenty or thirty thousand dollars should be quite common among American city school superintendents. This opinion is based on compensation in other occupations and will tend to commercialize the superintendent's job. Many people feel that this has happened to some of the older professions to the detriment of both these professions and of our social order. There are some ideals connected with the school superintendency, which have been carried over from an earlier day; these ideals would be threatened by this commercial approach. The profession should never be robbed of its ideals of service, in the minds of those who serve in it or those who pay for it.

### Reduce Cleavages

It seems advisable to work out an approach for arriving at the superintendent's salary that will not accentuate the cleavage between the administrator and teacher. It would be most unfortunate to have a situation comparable to what is characteristic in industry as between management and labor. One way is to establish a recognizable and demonstrate relationship between the salary of the teacher and of the superintendent.

It might be noted, too, that while there may be valid fears that superintendents are not receiving salaries to which they are justly entitled, there should be equal fears on the part of the profession whether or not superintendents earn what they are now paid on the basis of the real leadership they exercise and the professional contributions they make. This is a two-way street in which emoluments must be matched by service. To approach the former without considering the latter can give rise to misunderstandings and misinterpretations and thereby create distinctly bad public relations.

The Kellogg Foundation has appropriated some millions of dollars to assist in raising the quality of public school administration. The in-service aspects of this problem are

being thoroughly explored. This should be stressed with the profession because each year the scope of the public schools becomes a larger and more important one in society's organizational plan. Each year the superintendent's job becomes a more exacting one due to added responsibilities. An approach to the problem of the superintendent's salary without reference to the place of the public school in society's organizational scheme is unfortunate.

In the final analysis, if school personnel needs higher wages, it is because the work laid out for them demands more able people to do it. There are the hopes that higher wages will in the end be effective in attracting individuals who, because of traits of mind and character, will be more resourceful in bringing about the results desired.

### CLERK THIRTY YEARS

C. R. Ridenour has begun his thirtieth year of service as clerk to the board of education at New Lexington, Ohio.

Beginning his work in July, 1922, Mr. Ridenour has witnessed great changes in the instructional program of the schools. In 1929 there were no home economics, no industrial arts, no visual education, and practically no music instruction. The high school boys played



C. R. Ridenour

football on the local Fair Grounds and used the local Armory for basketball.

Teachers' salaries were \$80 to \$90 per month in the elementary schools, and \$140 in the high school. The superintendent was paid \$2,700 a year. Today, the elementary teachers in New Lexington average \$288 per month, and a top high school teacher receives \$340. The superintendent is paid \$5,000.

Mr. Ridenour was born in Licking County, not far from his present home. After being graduated from high school, he taught for seven years, and then went to Ohio University where he won his bachelor's degree in 1912. He was for several years a teacher and principal in the high school at Cadiz, Ohio, and was superintendent there for five years. In New Lexington he has been in the grocery business.

### DESTRUCTIVE CRITICISM

A NUMBER of teachers and college professors who have commented in recent months on the educational situation in a pessimistic mood have doubted the ability of boards of education to pass on new school administrative policies or to evaluate educational conditions and instructional results. The basis of the statements has seemed to be the idea that educational theories are quite beyond the layman's comprehension and that school organization and teaching methods are so technical that the recommendations and even the day-to-day work of the professional educator must be accepted without further question.

If the viewpoint of these critics is correct, democracy is a failure and representative government is an impossibility. To carry out logically their recommendations would mean that boards of education must act as rubber stamps, and must favor professional prerogatives without the ordinary checks and balances that have operated so effectively in the past in the administration of the schools and in the development of the present educational policies and programs.

The recommendations of an expert in any field are worth something only when they are based on principles and facts which are understood and accepted by the competent layman to the point that he is willing to make them a part of any important enterprise for which he is responsible. This is true of experts in law, engineering, medicine, etc. It is also true of education. And it is an interesting fact that the great leaders in educational administration have been able without oversimplification, to make clear to their non-professional associates, particularly to the board of education members, the underlying theories they proposed and the practical applications which they considered necessary in the form of new school organization, new curricula, textbooks, and teaching methods.

The criticisms referred to above are wholly incorrect; they reflect a form of educational professionalism that is blind to practical affairs of life. The conduct of city and rural schools has never been on a higher level than it is at present; fewer and fewer school boards have a political complexion and are carrying on their work with personal or party interests

in view. The status of the superintendent and his professional experts who must initiate educational policies and manage the daily work of the schools has never been better. The school boards are more than ever realizing that they are representatives of the community and agents of the state, that they have authority only in matters prescribed definitely by law, that they can act only in meetings assembled, and that they must ever keep before themselves the only reason for their existence — the educational welfare of the children.

The school boards are the one agency of government which has steadily improved in integrity and public respect since the war. They have been distinctly in contrast to other branches of the local, state, and federal governments.

### THE BUSINESS EXECUTIVE'S STATUS

AT THE Toronto convention of the Association of School Business Officials, Dr. N. L. Engelhardt made reference to the position of the business manager in the organization of city school systems and urged that he should not have a co-ordinate status with the superintendent of schools, but should be an assistant superintendent. A similar view was expressed in effect in a recent study of the Research Division of the N.E.A. on the unit and multiple executive plans in 331 school systems organization of city school administrative departments. The study showed that in 77 per cent of the cities of 30,000 population and upward, the superintendent is the chief executive and that in only 10 per cent of the cities does the business manager or some other noneducational school executive have a status fully independent of the superintendent, with authority in his department subject only to the rules and the current decisions of the board of education. About 13 per cent of the cities have arrangements under which the school-business executive and the superintendent each have some co-ordinate powers and functions; in these cities the superintendent is the chief executive in matters having instructional implications.

It is interesting to note that the problem of the school-business manager as a co-ordinate executive has not been mentioned in the ASBO by a business manager in more than a decade, and is revived at present by people who are distinctly in the professional educator's group. The school-business officials have been so busy building up themselves professionally and as career men that they have been willing to let their improved educational contribu-

tions through the solution of problems of school-business management speak for them. They have been and are at present working out their personal destiny and the position of their offices in the city school systems on the demonstrably satisfactory outcomes of their work. They want their honesty, efficiency, devotion to the cause of the schools, and their all-over integrity to determine the esteem in which they are held by the respective local school superintendents and school boards.

There is among the vast majority of school-business executives considerable indifference concerning a fixed legal status as assistant superintendents or co-ordinate school executives. There is some concern, which we think should be more widely expressed, that they be accepted as experts in their respective fields of school finance, school architecture, building maintenance and operation, purchasing, and accounting, and that they be respected as such — as experts.

Theoretically, the superintendent of schools must be the final authority in all school business, subject only to the approval of the school board. Practically, however, this point of view is only possible as related to larger policies and to matters which have a direct effect on education. The greater the technological improvements in school architecture, accounting, finance, building management and operation, the more readily the superintendent who wishes to avoid peptic ulcers quietly forgets his sharply defined rights and privileges and lets his associates on the business side carry on as dictated by their specialized knowledge and skills and their experience.

\* \* \*

### CHIPS

Tomorrow is the stone over which many a teacher has stumbled — unless he prepared the next day's lessons for his class.

It is a poor kind of scholarship that is boastful of its successes and dodges the responsibility for its failures.

If a superintendent would have no troubles in his job he should never have sought it.

School boards tell the new superintendent what they expect of him; they rarely tell him what they will do for him.

The mark of a free man is that he binds himself to some high duty.

The basis of education should be sure before the superstructure of accomplishment is raised upon it. — *Weldon*.

"America has proclaimed and protected the freedom to differ. Each man is supposed to think for himself. The sum of the thoughts of all is the wisdom of the community. Difference, disagreement, discussion decided by democratic processes are required to bring out the best in the citizens. America has grown strong on criticism.

"The whole theory of our form of government is a theory of peaceful change." — *Robert M. Hutchins*.



# The School's Stake in Stabilization

Elaine Exton

Uncontrolled inflation by lessening the value of the dollar could wreck our economy, destroy our standard of living, and throw victory to the enemies of a free world without a single shot being fired. With the annual rate of defense spending slated to rise from 40 billion dollars this year to about 65 billion dollars a year from now, the biggest danger from inflation still lies ahead.

That is why in his Third Quarterly Report to the President, Defense Mobilization Director Charles E. Wilson declares: "Achieving our production goals is not in itself enough. We must also, as a nation, cope successfully with the inflationary impact of the military production effort upon our domestic economy . . . and prepare for the strong inflationary pressure that will be again encountered as defense spending grows and personal and business incomes mount."

"In the present situation," Mr. Wilson explains, "we are in danger that prices may be 'pulled' up by an increasing supply of purchasing power bidding against a limited supply of goods . . . or by the force of cost increases—including wage increases and increases in the cost of raw materials and transportation—which cannot be absorbed through greater efficiency or lower profit margins."

## Inflation's Impact on the Schools

Two dollars out of every \$10 appropriated for defense were lost to inflation during the last half of 1950, or the equivalent of 7 billion dollars at the present rate of defense production. Inflationary forces have been nibbling away at the purchasing power of our dollar for more than a decade until today the 1935-39 dollar is worth only about 53 cents. The realities of this circumstance are unfortunately an all too-familiar story to school administrators.

Inflation is reflected, for example, in school construction prices. According to data available at the U. S. Office of Education the average classroom with its necessary adjuncts now costs around \$30,000, practically 2½ times the amount needed for similar facilities in 1935-39. Meanwhile the assessed valuations of property from which taxes are derived have advanced slowly, thus making it hard for school districts to keep their needs and revenues in balance.

The estimated 6 billion dollar school

expenditure in 1950-51 (both current and capital outlay) bought only slightly more than 3 billion dollars in goods and services in terms of the purchasing power of the 1939 dollar reports Willard E. Givens, executive secretary of the National Education Association. To bring down to concrete terms the fact that inflation hits schools hard consider, for example, that in Washington, D. C., the price of educational supplies purchased by the public schools rose approximately 12 per cent on the average between 1945-46 and 1950-51, while the cost of schoolbooks at all levels, including library books, advanced approximately 10 per cent on the average during this period. The price of paper increased as much as 50 per cent in certain categories.

Noting that "the cost-of-living rise has had a particularly adverse effect on teachers," James L. McCaskill, director of NEA's Legislative and Federal Relations Division, points out that "their incomes have not only failed to keep pace with those in other fields of employment, but the dollars they earn today buy only half as much as they would have in 1939."

## Helping to Halt the Price Spiral

Some of the measures necessary to halt inflation such as credit restrictions, price and wage controls, higher taxes to drain off civilian purchasing power so there will be less demand for scarce materials require government action. To be effective these in turn must have widespread citizen support. Buying only needed articles, paying only legitimate prices, putting extra dollars into defense bonds, co-operating in turning in salvage scrap are other ways in which both young people and adults can help. School officials who know firsthand the hardships of inflation can give leadership to alerting the community to its dangers.

## Educational Services of OPS

"American high schools can contribute significantly to curbing inflation and making price stabilization work by bringing to school children through their programs of instruction an understanding of inflation and how to check it," stresses Curtis E. Warren, who heads the Education Section set up in the Program Division of the Office of Price Stabilization (OPS) to enlist

the co-operation of the nation's schools and colleges in the fight against inflation.<sup>1</sup>

## Studying Inflation

Many practical ways to study the problems of inflation as they effect young people and adults are presented in a Teachers' Guide developed by the Joint Council on Economic Education at several of its summer workshops for teachers with the co-operation of the Education Section of the Office of Price Stabilization. This will be distributed to every public, private, and parochial school in the country around the first of the year.

The first part of this resource unit describes the problem of inflation in 1951. Part II outlines a number of activities for students of various interests and maturity levels from which the teacher can work out modifications to suit the age and reading levels of her class. Useful books, periodicals, visual aids, and community resources are cited, including a selected list of reading materials for schools with limited budgets. Evaluative exercises and information tests conclude the volume.

## Pertinent Classroom Activities

Introductory projects suggested in the pamphlet to whet student interest range from class discussion of a speech by the President which reports on inflation and its control—such as the State of the Union Message—to showing a film strip, "Too Much Money." Numerous other activities are presented to make clear the meaning and effects of inflation, provide understanding of its causes, and explore methods of combatting it. A few follow:

1. Make a chart on which are listed some representative consumer goods. Show the prices that prevailed generally in 1939 and prices for the same goods that prevail today. Newspapers (1939 and current ones), parent interviews, Sears Roebuck catalogues (1939 and current ones) might be sources of information. Interpret your chart in terms of price changes. Compare your results with national figures.

<sup>1</sup>School administrators can write to Dr. Warren, a former superintendent of schools in San Francisco, for information about the Office of Price Stabilization's program and for advice on curriculum activities concerned with price control. They may request his attendance as a consultant at curriculum conferences or as a speaker at professional or public meetings. The locations of the district and regional branches of the Office of Price Stabilization nearest your school can also be secured from him. These can supply up-to-date facts on OPS orders and regulations as well as pertinent government publications of use in the classroom and with adult study groups.

2. If your family had saved \$1,000 by 1939 for your education consider how far that money would have gone toward paying for your college or post-high school training in comparison with how far it would go today. Consult catalogues for the college or training school of your choice for the academic years 1938-39 and 1951-52. Then interview a graduate of that institution to obtain information about clothing budgets and other living expenses in 1939. Interpret your comparisons and findings in terms of the effect of inflation on savings.

3. Interview a manufacturer — or several — who has a defense contract. Ask if he plans to produce for the defense contract by expanding his plant facilities beyond present capacity and continue his production of civilian goods at the same time and at the same rate as prevailed before he got the defense contract. See if he plans instead, to cut back the civilian lines in order to make room (and to have materials for) his defense production. Ask his reason for making the choice he had made. Interpret this information in terms of the predicted availability of consumer goods. Conclusions may also be drawn about probable direction of price changes.

4. Visit the local bank or invite the local banker in to discuss credit restrictions and regulations as well as trends in credit expansion during the period since Korea. Ask for statistics with which you can make charts and from which you can draw conclusions. Ask about the present policy in consumer credit as well as his point of view on what government regulations he would favor and about the role of the Federal Reserve System in trying to combat inflation. Interpret your findings in terms of the effect of money supply on inflation.

5. Study the federal budget. Note the amount to be spent in the defense effort. Determine how much of the nation's total production will be devoted to defense demands by studying reports by the Department of Commerce or the report by the President's Council of Economic Advisers. Compare this with figures for 1939 (or other base year). Interpret your findings in terms of the effect on the volume of civilian production as well as in terms of the effect of increased government spending on money supply and therefore on increasing inflationary pressure.

Whether the study of inflation in your school is being carried on in a core program or as a unit in a social studies class or topic in a home-economics or industrial-arts class, the teacher in charge will find experiences that can be adapted for use in her classroom in the resource unit on inflation and price stabilization soon to be available through the Education Section of the Office of Price Stabilization (Washington 25, D. C.).

Practical ideas for studying inflation as part of consumer education problems in homemaking classes have been brought together in *Resource Material on Inflation*, a 13-page mimeographed leaflet (Misc. 3401) that can be obtained free from the Home Economics Education Service of the U. S. Office of Education.

This publication stresses that "important functions of the homemaking program in times like these should be (1) helping the student to understand more fully the current economic situation and the effect it has upon his daily life, and (2) helping him gain some skill in meeting changing



economic situations in a way that will benefit him and his family, and at the same time safeguard the welfare of his community and country."

### Buying Savings Bonds for Defense

Another home front activity important to the defense effort and the fight against inflation in which schools can play a vital part is purchasing United States Savings (Defense) Bonds. The two main procedures through which school officials can co-operate in this regard is (1) adopting or expanding in their classrooms the School Savings Program sponsored by the Treasury Department and (2) installing the Department's Payroll Savings Plan to encourage teachers and other school personnel to secure U. S. Defense Bonds regularly through deductions from their salaries.

Increased saving through investment in Defense Bonds is an anti-inflationary step because by withdrawing money from competition for goods in short supply it reduces excess purchasing power and helps hold down prices for military equipment as well as for civilian articles. Furthermore, the more funds the treasury raises through Defense Bonds, the less need there will be for financing the nation's preparedness effort through bank borrowing with its inflationary effects.

### Contributing Through a School Savings Program

To increase the number of schools participating in a School Savings Program and step up the volume of stamp sales beyond the present monthly average of \$1,400,000, the Treasury launched a special nationwide campaign in November that will continue through January 31. During this period state and local superintendents of schools, principals, and teachers — many of whom are members of national and state advisory committees on School Savings — will join with the field staff of the Treasury's Savings Bonds Division in making calls on school administrators to explain the plan's objectives.

Emphasizing that "a School Savings Program belongs in every school," Miss Mary M. Condon, state superintendent of public instruction for Montana and chairman of the Treasury Department's National Advisory Committee on School Savings, states: "Our democracy will never fail if the members keep their sense of responsibility as individuals for preserving our American way of life. I think of this program as one which gives every youngster an opportunity to contribute actively to the defense of his country. Not only is the purchase of Savings Stamps a good, sound investment that can help finance future educational plans," she adds, "but it furnishes actual practice in systematic saving and develops patriotism as well as thrift."

In general school savings encouraged by the Treasury Department provides for regularity of saving through having school personnel designate a period each week as "Stamp Day" when pupils exchange their dimes and quarters and even dollars for Savings (Defense) Stamps. When a student's investment reaches \$18.75, he converts these savings into a Series E Savings Bond that will be worth \$25 at maturity. This series pays 2.9 per cent interest, compounded semiannually, when held to maturity (10 years).

For further details on this program contact the Savings Bond Office in your state or the Education Director, U. S. Savings Bonds Division, Treasury Department, Washington 25, D. C.<sup>2</sup> A number of study units and program materials prepared by professional educators as well as stamp albums, posters, and other visual aids may be obtained free from these sources.

Two of their new publications are especially useful for acquainting teachers with the place of the Savings Program in the defense effort: *Defending America*, which emphasizes personal responsibility in the defense of freedom, and *How to Manage Your School Savings Program*, which gives practical suggestions for conducting School Savings at all grade levels from kindergarten through high school.

### Recovering Scrap to Aid Production

To meet all our military needs of planes, tanks, ships, guns, and other supplies and at the same time maintain a balanced civilian economy requires a vast amount of steel and iron scrap to keep mills and foundries open. Defense Production Administrator Manly Fleischmann recently made known that unless tremendous efforts are made to obtain this scrap at once we will be faced with a loss of production very soon which will seriously delay our defense expansion program and result in severe shortages of civilian goods. The situation with respect to copper and aluminum scrap is even more acute and lead and zinc scrap are also needed at an increasing rate.

(Concluded on page 55)

<sup>2</sup>Also see "Encouraging Students to Save," AMERICAN SCHOOL BOARD JOURNAL, May, 1950, pp. 53-54.



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## SCHOOL ADMINISTRATION NEWS

### WILMINGTON SCHOOLS ON TV

A new series of school telecasts will be given over Station WDEL-TV each Sunday afternoon, in Wilmington, Del., which will feature a parents' problem clinic in its first program and a career telecast in its second program. The parents' problem clinic will present two skits in which parents will dramatize questions which they feel are typical of those being asked about modern education. At the close of each play a panel of educators will discuss the problems which the parents have raised.

### BOSTON REVISES SCHOOL COURSES

Under the direction of Frank J. Herlihy, assistant superintendent in charge of curriculum development, and Miss Eunice C. Hearn, assistant superintendent in charge of elementary education, the elementary courses of study of the Boston, Mass., schools are being completely revised. More than 500 teachers, administrators, and supervisors are engaged in this far-reaching program of curriculum revision. Consultants representing Boston Teachers College and the department of elementary supervision are working with a steering committee of principals, vice-principals, and teachers in the adjustment of the curriculum.

### HIGH SCHOOLS REDUCE DROPOUTS

Deputy Supt. Frederic Ernst, head of the academic high school division of the New York City schools, has called on the principals to encourage students to continue their education in evening high schools. Mr. Ernst said he was concerned over the immediate future of young people who leave high school for jobs before graduation.

Mr. Ernst asked principals to send each such student at the time of his discharge a personal letter to emphasize the value of a high school diploma and advise attendance at evening high school until a diploma is won.

### PAY FOR VANDALISM

Johnstown, Pa., and neighboring Windber school boards were faced with strained relations when a band of Johnstown students did a paint job on Windber school building the night before the rival football game.

Clyde E. Bounds, Windber superintendent, and Charles Boyer, Johnstown high school principal, went into a conference. The whole situation, although embarrassing, was ironed out when 21 Johnstown students were rounded up and promised to pay the nearly \$1,000 damage caused in widespread painting of doors, windows, and buildings.

### OPEN SPEECH-CORRECTION CENTER

A speech-correction center, sponsored by the board of education of Salina, Kans., was opened in February 1951, in the Lincoln School, with Miss Joy Redfield as supervisor.

The training is offered to those who have aphasia, articulatory defects, stuttering defects,

cleft palate, hard-of-hearing, and retarded speech. Twenty-eight have been treated, with one dismissed as corrected. Forty-nine were screened for treatment, under the supervision of Dr. Martin F. Palmer, a director trained in logopedics.

All instruction is individual in nature so that the needs of each child are met with maximum rate of progress. Parents are encouraged to come with their children so that they may help with a home program to reinforce the more technical training at the center.

When a parent or guardian is referred to the center, a speech history of the child is made. An appointment for a speech examination is made and the child is placed on the waiting list.

### PARENT-TEACHER ASSOCIATIONS FINANCE TRIPS

At Rochester, Ind., the parent-teacher associations in 1951 have united in financing a series of educational trips for students in the elementary schools. The trips are being planned as special activities to further the education in the classrooms and to provide the outgrowths of classroom instruction. The trips vary from simple visits to near-by farms, museums, and places of historical interest, to more lengthy trips to Chicago, to the Brookfield Zoo, the municipal airport, and the Museum of Science and Industry.

To finance these trips, the PTA's are bringing to the community special programs to provide cultural growth for the citizens. The first of these programs was the Purdue University Glee Club, held November 19.

### EARLY IDENTIFICATION OF DROPOUTS

The program of reducing the number of secondary school dropouts is being continued in the secondary schools of Camden, N. J. In 1945-46, when a study of this problem was started, it was found that 14.5 per cent of the secondary school students left before high school graduation. In 1949-50, this number was reduced to 7.7%, representing a 47% improvement.

It was realized that in order to be effective, the attack on this problem must be continuous. Accordingly, the principals were requested to continue to make an annual report of the number

of pupils who dropped out of their schools during the previous year and the reasons for leaving. The reports have been summarized and studied. The findings, implications, and procedures for improvement are discussed in meetings with the principals.

Assistance of the Bureau of Research was given to directors, principals, individual teachers, and groups of teachers of the school system. Similar service was given to individuals and organizations of the city and throughout the country.

### FORT MADISON PUPILS VISIT CHICAGO

April 6, 1951, will long be remembered as an exciting memory to over 600 school children of Fort Madison, Iowa. On that day the children, accompanied by teachers, chaperons, and nurses, had a wonderful tour of Chicago's points of interest. Supt. Harland L. R. Paschal conceived the idea, and the sponsoring body was the Parent-Teacher Association, with a number of community organizations.

A special Santa Fe train was chartered for the all-day tour. The train was made up of various types of modern coaches, as a part of the tour's educational purpose.

The cost of the trip, exclusive of meals, was \$6 for children under 12, and \$8.50 for those older. For children whose parents could not afford the trip, or for those who had several children in the group, money was raised through salvage paper and scrap metal drives, bake sales, and other activities. On the train all the children had sack lunches, prepared by the women of a local church. Sack lunches were made for the return trip by another group of women.

During the tour the group visited the Field Museum, Chinatown, the Shedd Aquarium, the Loop business district, Navy Pier, and Lincoln Park Zoo.

The main reason for the trip was to broaden the educational program, and it proved a tremendous stimulant. A great deal was said about the value of field trips in connection with a new technique employed through audio-visual procedures. The amount of classroom preparation by the students was stimulated to the extent that more and better work resulted.



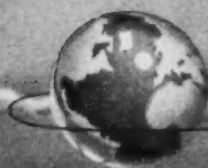
### BOARD OF EDUCATION, CROWN POINT, INDIANA

Members, left to right: Floyd C. Vance, secretary; Lowell C. Held, president; Julius J. Griesel, treasurer.

The board has begun plans for a long-range school building program, to include a second-story addition to the Joliet Street High School, a physical education plant, and a new junior high school building. Two new elementary schools are also in the planning stage.



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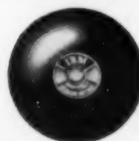
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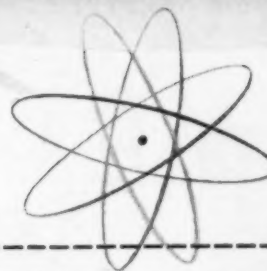
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### Schools and School Authorities

A Kansas state statute authorizing cities of the first class to maintain separate schools for white and colored children in the grades below high school and the maintenance thereunder of a segregated system of elementary schools, does not violate the constitutional guarantee of due process of law, in the absence of discrimination between colored and white schools in the matter of physical facilities, curricula, courses of study, qualifications and quality of teachers, and other educational facilities. G.S. 1949, 72—1724; U.S.C.A. const. amend. 14—*Brown v. Board of Education of Topeka*, Shawnee County, Kans., 98 F. Supp. 797, Kans.

The New York courts will not lightly interfere with the exercise of functions entrusted by law to the school authorities.—*Parrish v. Moss*, 106 N.Y. Sup. 2d 577.

### Schools and School Districts

A school district, though defined as a municipal corporation in the general corporation law, has no territorial integrity and is always subject to the reserve power of the state, exercised through its administrative officers in the education department to change its territory according to current educational needs and good educational principles. N. Y. General Corporation Law, § 3; N.Y. Education Law, § 1801.—*Board of Education of Union Free School Dist. No. 1 of Towns of*

*Bethlehem, Coeymans, and New Scotland v. Wilson*, 100 Northeastern reporter 2d 159, 303 N.Y. 107.

### School District Government

The discretionary power of a board of education cannot be circumscribed by the courts when the exercise of such power is reasonable, in good faith, and is not clearly shown to be an abuse of discretion.—*State ex rel. Greisinger v. Grand Rapids Board of Education*, 100 Northeastern reporter 2d, 294.

Where a petition showed that a coach company as part of its operation as a motor common carrier of passengers regularly operated buses in transporting school children to and from the school, a bus while used exclusively in transporting school children from school was a "school bus" within the statute requiring motor vehicles used in transporting school children to and from school to be distinctly marked "school bus" and the operation of buses not so marked was negligence per se. Ga. code Ann. § 68-311.—*Dishinger v. Suburban Coach Co.*, 66 Southeastern reporter 2d 242, Ga. App.

The administration of the school system requires that there be centralized authority, since education is a state interest. N. Y. const. art. 11, § 1.—*Board of Education of Union Free School Dist. 1 of Towns of Bethlehem, Coeymans, and New Scotland v. Wilson*, 100 Northeastern reporter 2d 159, 303, N. Y. 107.

### Teachers

The New York City board of education is not required to pay additional compensation for services required of teachers within the scope of their licenses by reasonable bylaws. N.Y. education law, § 2554, subds. 2, 13.—N.Y. Education

Law, § 2554, subds. 2, 13.—*Parrish v. Moss*, 106 N.Y.S. 2d 577, N.Y. Sup.

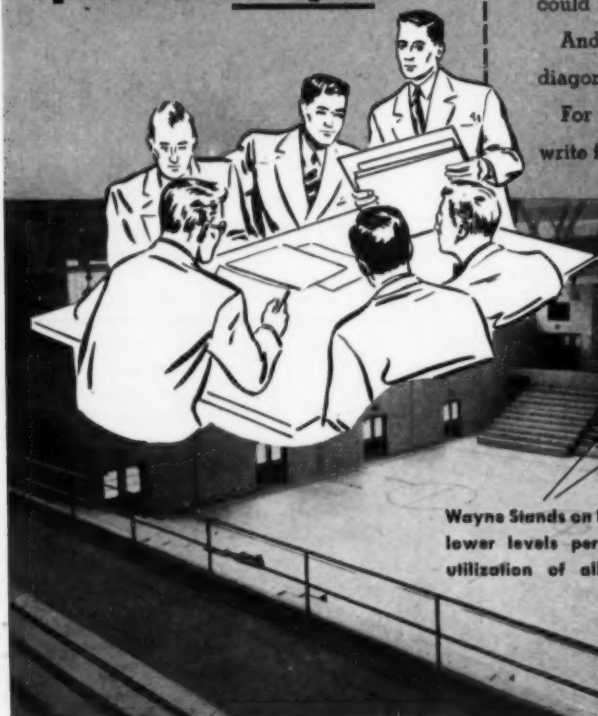
The New York City school superintendent's regulations, adopted by the resolutions of the city board of education, as to the teachers' services outside the regular classroom instruction, are not invalid as improperly delegating the responsibility for the operation of school activities programs to the school principals without adequate safeguards for teachers, in view of the directions therein that principals assign teachers to only a reasonable amount of such services and see that assignments are equitably distributed, so far as practicable, and provision for appeals to assistant superintendent of schools by teachers who feel that they are being treated unfairly. N. Y. Education Law, § 1 et seq.—*Parrish v. Moss*, 106 N.Y.S. 2d 577, N.Y. Sup.

The school activities program adopted by the New York City board of education is valid, as the board has full power under the New York statute to create and fill teaching positions, prescribe the incumbents' duties, establish regulations and bylaws for the general management, operation, control, maintenance and discipline of schools, and fix teachers' hours of services, which need not coincide with the hours of classroom instruction. N. Y. Education Law, § 2554, subds. 2, 13.—*Parrish v. Moss*, 106 N.Y.S. 2d 577.

The broad statutory grant of authority to the New York City board of education to fix teachers' duties is not restricted to classroom instruction, but any teaching duty within the scope of the teacher's license may properly be imposed on him.—*Parrish v. Moss*, 106 N.Y.S. 2d 577.

Those engaged in transportation of school children must exercise the highest degree of care.—*Van Cleave v. Illini Coach Co.*, 100 Northeastern reporter 2d 398, 344, Ill. App. 127.

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## SCHOOLS AND STABILIZATION

(Concluded from page 50)

In October the scrap inventories of some of the nation's steel mills only held a half day's to a week's supply whereas an eight weeks' stockpile is usual at that season. This reduction is particularly grave because scrap collections normally fall off about 30 per cent during the winter months when bad weather slows the preparation of scrap for marketing. The National Production Authority (NPA) has announced that the first quarter supply of copper scrap will fail to match requirements by about 50,000 tons; an aluminum scrap shortage has already forced the shutdown of some secondary smelters and caused many others to operate at less than half their normal capacity; lead scrap is now critically scarce.

By participating in the drive for steel, iron, and nonferrous scrap (copper, brass, aluminum, lead, and zinc) being pushed by NPA's Salvage Division (National Production Authority, U. S. Department of Commerce, Washington 25, D. C.), school officials can help provide raw materials essential to attaining the nation's defense production goals. "By so doing," asserts Robert Warner, Special Assistant to the Administrator of the Defense Production Administration in Charge of Salvage Operations, "they will assist in maintaining at as high a level as possible a continued flow of critical materials for new school and hospital construction as well as for such civilian articles as automobiles, refrigerators, and furniture."

Items yielding scrap of the type needed for defense production that are most likely to be found on school premises include: old furnace grates, boilers, fire escapes, and metal stairs that have been replaced; machinery and equipment that cannot be reconditioned; discarded school buses; broken down metal desks; copper wire no longer needed. After determining what obsolete and surplus school equipment can be scrapped school officials can channel it to the defense effort by arranging for its disposal through local scrap dealers.

Household scrap — china, tin cans, baby carriages with little metal, pots and pans — are not wanted in the current campaign which is concentrating on the recovery of industrial and farm scrap. Although at the present time the government is not sponsoring a scrap collection drive for school children like the one conducted during World War II, school officials may wish to encourage pupils to round up usable scrap and donate the proceeds from its sale to some worthy local cause.

Children, for example, can canvass homes for such items as old lawn mowers, auto chains, and worn out storage batteries; farms for discarded implements and out-of-date equipment; local service stations and garages for old auto parts, tire rims, and broken fenders. In carrying out such a program contact should be made at the outset with a local scrap dealer.

School Architects  
specify...  
Boards of Education  
demand..

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AUTOMATIC  
**Folding Partitions**  
by Richards-Wilcox



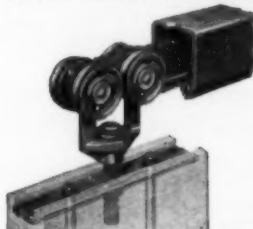
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1. **Fully Automatic.** All folding, unfolding, locking, unlocking, and sound-proofing operations are accomplished by the electric operator and its auxiliary mechanism. You turn the switch key—R-W does the rest.



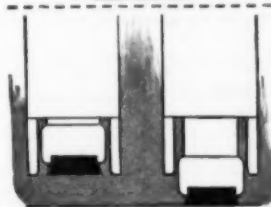
2. **Positive, Silent Action Roller Chain Drive.** Will not slip, stretch, or break.



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4. **Gymnasium Doors Are Full Three Inches Thick Over Entire Area.** This provides flush surface similar to a solid wall. Eliminates protruding butt-hinges in players' contact zone below seven foot level.



5. **Fully Automatic Floor Seals.** Self-adjusting to uneven spots in floor. No levers or manual effort required to operate.

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OPERATING LOCKED

See an R-W FoldeR-Way Automatic Partition in operation at any of the schools in the partial list at right, or write for address of installation nearest you.

Kent State University, Kent, Ohio—Opening: 114' x 20'  
Hinsdale Community High School, Hinsdale, Illinois—Opening: 127' x 28'  
Arvin High School, Arvin, California—Opening: 143' x 26'  
Kinkaid School Gymnasium, Houston, Texas—Opening: 71' x 21'  
High School, Brookline, Mass.—2 Openings: 100' x 20' and 130' x 20'  
Banks School, Bay City, Michigan—Opening: 50' x 18'

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WINNETKA, ILLINOIS

## Purchasing Peculiarities in 1951\*

C. R. Marchant\*\*

Within the past few years administrators of school affairs have come to realize more fully than ever before the definite need in our present inflationary economy, of being alert to the purchasing problems that we are facing.

A careful analysis of the rising per-pupil cost of the operations and maintenance of the small school system with which I am connected, has convinced me that the time is at hand to employ purchasing procedures which will so far as possible check costs of materials, supplies, equipment, and repairs which have reached a startling rate of acceleration.

The unrestrained rise in prices has caused in our schools a drastic curtailment in construction, maintenance, repair, and operating programs. To overcome in a small measure at least the rises, a plan has been established this year to subject every purchase, no matter how small, to the closest scrutiny:

1. Each requisition is carefully scrutinized for the actual need. Every article called for is similarly scrutinized to avoid the purchase of articles too expensive or elaborate, or of quality inferior for the educational need to be served.

2. Requests for quotations are invited from a large list of suppliers and contractors.

3. The lowest quotation is not necessarily accepted, if it seems to be unreasonable.

4. Where necessary, tenderers are asked to re-examine their price structure, and to re-quote if they desire.

5. As a direct result of our new purchasing policies some prices and contract purchases have shown reductions:

Original Bid	Final Purchase Bid
1. A supply item, \$12.90 per 100 lb.	\$7.50 per 100 lb.
2. Replacement item, \$258	Accepted bid, \$200

\*Abstract of paper read before the Association of School Business Officials, Toronto, Canada, October 10, 1951.

\*\*Business Administrator and Secretary-Treasurer, Weston Board of Education, Weston, Ontario.

3. Art material, \$7.50 per gross	Final bid, \$6 per gross
4. Equipment item, \$1,150	Contract, \$935
5. Construction item, \$500	Contract, \$400

6. The lowest tender for a repair project was \$13,653. Instructions were given to have the work done on a cost basis, allowing 10 per cent for overhead, and 10 per cent for profit to the contractor. The completed cost of the project will not exceed \$10,000.

7. Six quotations were received for one equipment item. The amounts were as follows:

Tender A	\$11,946	Tender D	\$11,946
Tender B	11,946	Tender E	11,946
Tender C	11,946	Tender F	9,125

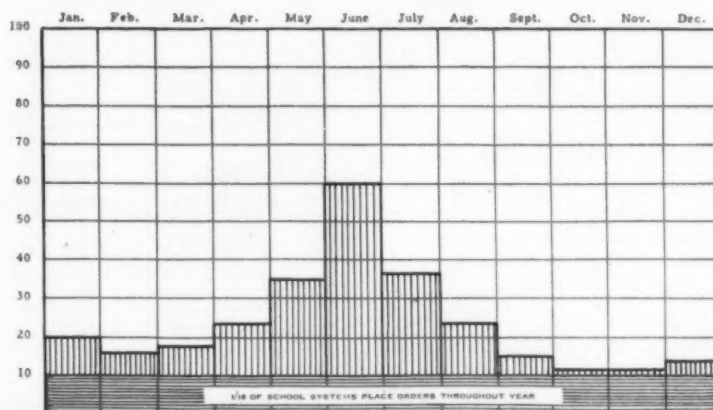
The above seven examples are a few of the typical experiences that illustrate purchasing peculiarities of the year 1951. The last example is most peculiar. The theory of competition had been wholly forgotten by five of the six bidders. All of the examples are a direct challenge to purchasing officials to be alert to the present "get as much as you can" tactics of suppliers.

The urgent and recurring purchasing problems of the past, such as fear of nondelivery, price increases, and the like, have no doubt unnecessarily lowered the efficiency of school purchasing departments in city and rural school systems, both small and large.

In view of the fact that some price reductions are apparently on the horizon, let us instruct our purchasing departments to time all purchases. We must buy the essential, immediately required goods and services when the teachers and pupils need them. But we can and should defer purchases of not needed items until prices are more favorable.

► A \$1,135,000 bond issue to build a new junior high school, enlarge an elementary school and make other improvements has been approved by the Boulder, Colo., taxpayers. Approved by a better than four to one margin, the new financing calls for a 2.5 mills' increase in the tax levy.

### SCHOOL PURCHASING VOLUME BY MONTHS



The above data, collected by A. F. Nienhauser, Cleveland, Ohio, represents the practice in 242 communities from 28 states. The concentration of orders in May, June, and July is the cause of delays and confusion and high prices.



# the Role of Certified Ballasts



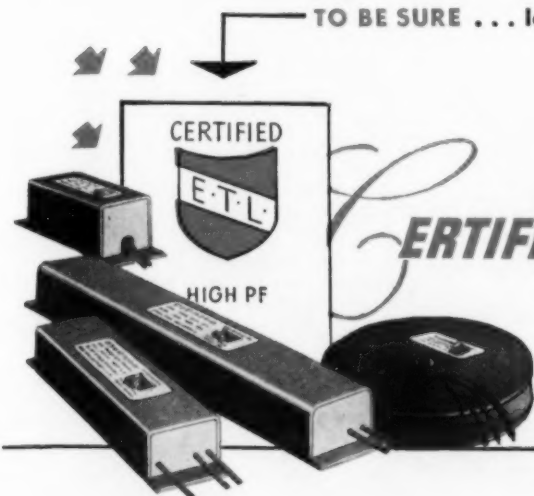
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The making of fluorescent ballasts uses critical materials required in our national defense program.

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## SCHOOL FINANCE AND TAXATION

### FINANCING NEW SCHOOLHOUSES IN MAINE

The new Maine School Building Authority, created by the 95th state legislature, gives information about methods of financing a school building and offers services on terms similar to those of a Loan and Building Association.

The Authority is empowered to issue revenue bonds and finance school construction for cities and towns, to be repaid through annual rentals

over a period of not more than 40 years. When the amount of the rental equals the cost of the project, together with the interest paid on the bonds, the lessee city or town is given full title to the property.

The School Building Authority approves such sums of money for construction purposes as it feels can be amortized by a particular town without undue financial sacrifice.

The Authority is available for loans at any time and it is not necessary for a town to wait two years for the convening of the legislature to acquire permission to build and funds for construction. Buildings will be of the type and size desired by the individual community if, in the judgment of the Authority, the plans are in keeping with the financial position and foreseeable future of the town.

Under the law, the State Commissioner of

Education acts as chairman of the Authority. Other members include the Governor, the Chairman of the Legislative Education Committee, a member of the State Board, and three lay persons.

### SCHOOL FINANCE

► The New Jersey State League of Municipalities has urged that Governor Driscoll call a special session of the legislature to provide for the payment of not less than \$175 per pupil for state aid in every school district. This would provide sufficient financial support to maintain an acceptable minimum standard of education.

### SCHOOL CONSTRUCTION AND ECONOMIC TRENDS

	Current Figures	Previous Month
School Construction <sup>1</sup>	\$94,467,000	\$98,992,000
Pacific Coast . . . .	12,941,024	11,240,524
Wholesale Price Index <sup>2</sup>	177.2	170.4

<sup>1</sup>Dodge Reports for 37 States East of Rocky Mountains, October Figures.

<sup>2</sup>U. S. Department of Labor, Nov. 6, 1951.

### SCHOOL BUDGETS

Renton, Wash. Adopted, \$5,445,500 for 1952.  
 Everett, Wash. Adopted, \$2,223,000 for 1952.  
 Corsicana, Tex. Budget of \$1,321,500 adopted.  
 Fond du Lac, Wis. Tentative budget, \$1,118,396.  
 Janesville, Wis. Budget of \$966,000 approved.  
 Wausau, Wis. Approved, \$1,152,120.  
 El Paso, Tex. Approved, \$5,415,535 for 1952.  
 Milwaukee, Wis. Adopted, \$21,227,972 for 1952.  
 Oshkosh, Wis. Approved budget of \$1,530,440 for 1952.  
 Racine, Wis. Adopted budget of \$2,759,000 for 1952.  
 Providence, R. I. Tentative budget of \$6,558,908 approved.  
 Appleton, Wis. Tentative budget, \$1,302,666.  
 Rochester, Minn. Adopted, \$1,780,000 for 1952.  
 Hibbing, Minn. Adopted \$1,203,518; increase of \$134,252 over 1951.  
 Austin, Minn. Adopted, \$1,470,685 for 1952.  
 Colorado Springs, Colo. Adopted, \$1,698,774. Tax levy, \$2.94 mills.  
 Hot Springs, Ark. Budget, \$674,683, approved.  
 Kennewick, Wash. Budget, \$893,745, adopted.

### SCHOOL BOND ISSUES

Short term bonds, in the amount of \$160,000 were sold in Hawkins County, Tenn., at an interest rate of 1.78 per cent, which is the second lowest interest rate at which bonds have been sold in the county. Long term bonds, amounting to \$100,000, were sold for an interest rate of 2.667 per cent.  
 Hannibal, N. Y. Central School District No. 1 sold \$845,000 at 100.59 for 2½ per cent interest rate.  
 Cheyenne, Wyo. Bonds, \$350,000, sold. Interest rate 1.70 per cent.  
 At Boulder, Colo., the voters have approved a school bond issue of \$1,135,000 for a new junior high school and an addition to the elementary school, as well as the modernization of the lighting systems in the schools.  
 Amarillo, Tex. Bonds, \$850,000, sold, at net interest rate of 2.08846 per cent.  
 Munhall, Pa. Approved, \$1,500,000.  
 Radnor Township, Pa. Approved, \$950,000.  
 Montgomery County, Ohio. Defeated, \$6,600,000.  
 Girard, Ohio. Defeated, \$1,395,000.  
 St. Joseph, Mo. Approved, \$1,900,000.  
 Sioux Falls, S. Dak. Passed, \$1,000,000.  
 Warwick, R. I. Voted, \$2,500,000.  
 Sierra-Plumes Unified School Dist., Calif. Voted, \$495,000.  
 Otsego, Mich. Sold, \$475,000 in bonds, at 2.14781 per cent interest cost.  
 Wichita, Kans. Sold, \$350,000 at 1.8272 per cent.  
 Oyster Bay, N. Y. Sold, \$2,750,000, at 100.16 for 2.40 per cent coupons.  
 Lancaster, N. Y. Sold, \$1,061,000, at 100.097 for 2.10 per cent coupons.  
 Renville, Minn. School Dist. No. 40. Sold, \$395,000, at 100.1063, for combinations of 2½ per cent, 2¾ per cent, and 3 per cent coupons.  
 Ogallala, Neb. Bonds, \$98,500 sold, at a bid of 2¼ per cent interest.  
 Prairie-School Dist., Northeast Johnson County, Mo. Voted \$600,000, bonds.  
 Hardin County, Ky. Issued \$400,000, bonds.  
 Baldwin Park, Calif. Voted \$2,000,000.  
 McPherson, Kans. Bonds, \$600,000, approved.

## SAVINGS in the making



This picture might have been taken in a washroom in your school. Wherever it was, you may be sure of this: The boy won't waste MOSINEE towels from this SENTINEL cabinet. From other cabinets, it's so easy to snap extra towels that he might pull two or three . . . but he won't make the slight extra effort it takes to get even a second towel from the Sentinel. So he uses just one . . . it's enough! With this "control," many schools use 25% to 50% fewer towels.

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1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER



## EXTRA-HOURS RULING UPHELD

The Appellate Division of the New York Court in Brooklyn, has unanimously upheld a lower court decision that the New York City board of education was within its rights in adopting the regulation requiring teachers to conduct extracurricular activities. The decision was rendered in a suit brought by the New York Teachers Guild, which had contended that the board lacked power under the New York Education Law to require extra-hours service of teachers. The rule

set forth that a principal has the right to assign a teacher to a reasonable amount of service beyond the regular classroom duties, and that the teacher is required to render such service.

## EXTRACURRICULAR WORK

Demands on teachers for extra classroom services were discussed by the American Federation of Teachers at their convention in Grand Rapids, Mich., in August, 1951, and the following tentative statement was worked out:

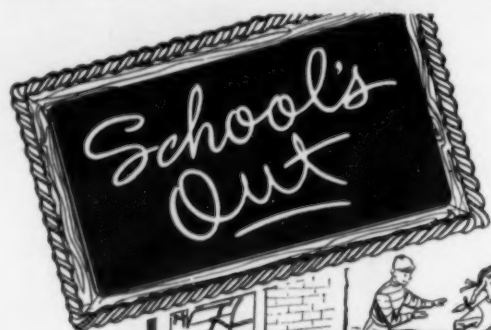
1. An acceptable situation is one in which the extracurricular activities are voluntary on the part of both students and teachers. This is the situation which prevailed up until recent years and still prevails in some school districts. We believe the best development of the child and the highest morale of the faculty are achieved under these conditions.

2. Where extracurricular activities are definitely assigned as part of the teacher's program, suitable allowance should be made for the extra time involved through satisfactory adjustment of the classroom schedule.

3. Where it is impossible to make adjustments in the schedule for extracurricular activities without sacrifice of the formal educational program, adequate overtime compensation should be paid.

4. Extracurricular assignments should not be so costly in time and energy as to prevent teachers from carrying on their curricular teaching duties in a satisfactory manner.

5. Neither the choice of extracurricular activities nor the compensation paid teachers should depend upon the revenue which the activity produces.



## and HILLYARD moves in...

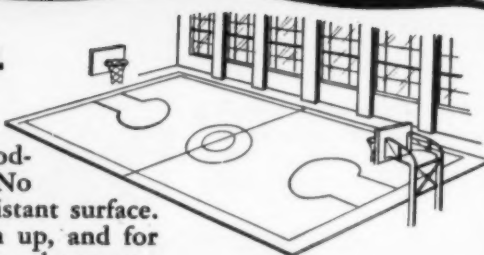
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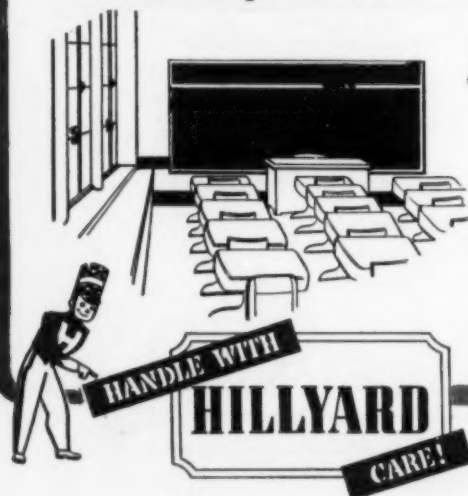
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## PERSONAL NEWS

► KENNETH HELMER, of Avilla, Ind., has accepted the superintendency at Ligonier, Ind.

► REX MYAS is the new superintendent at Ashley, Mich.

► NOBLE B. MARTIN is the new superintendent of the Williamsburg Consolidated School at Williamsburg, Mich.

► EARL H. PLACE has accepted the superintendency at St. Joseph, Mich.

► A reorganization of the Jefferson County, Colo., schools has been effected with the appointment of PAUL C. STEVENS, Wheat Ridge, to the position of general superintendent. FLETCHER M. MILLER was made assistant superintendent for secondary education.

► E. L. MORSE has been elected president of the school board at Abilene, Kans. R. B. LAING was elected vice-president, and MOSS MARGARET WARDROP was named secretary.

► DR. PHILIP V. R. GEISE has been elected vice-president of the board of education at Winona, Minn.

► SUPT. D. V. SWARTZ, of Fort Scott, Kans., has been re-elected for another term, with a salary of \$5,600 per year, an increase of \$250.

► CARL O. LAUDENBACH, formerly of Port Angeles, Wash., has been elected business manager for the Highline school district at Seattle, Wash.

► R. L. WILLIAMS has accepted the superintendency at Corpus Christi, Tex., where he succeeds M. P. BAKER.

► ROGER M. MEISSNER has succeeded CARL R. BAUMGARTNER as secretary of the school board at LaPorte, Ind.

► SUPT. T. M. CORNELIUS of the Addington public schools, Addington, Okla., was presented with a Parker pen set at the Oklahoma Teachers' Association meeting. Mr. Cornelius was chosen from a group of 500 administrators as one of the leading administrators of the state. The presentation was made by Roy Beard, of Houston, Tex. Dr. Willard Goslin, of Peabody College, Nashville, Tenn., gave the principal address.

► The board of education of Los Angeles, Calif., has elected HIRAM W. KINGSLEY as a member, to succeed Mrs. Eleanor B. Allen.

► CHARLES H. CHRISTEL has been elected president of the school board of St. Louis, Mo. He had been an outspoken advocate of administrative reform in the school system.

► BERNARD GORMAN has been elected president of the board at Tarkio, Mo.

► ROBERT HELLENGA has been elected superintendent of schools at Ravenna, Mich. He was formerly a principal in the schools.

► J. O. RAND, JR., has been elected president of the board of education at Rogers, Ark. ROBERT L. VOGT has been named secretary.

► The school board of Malvern, Ark., has reorganized with DONALD SHELDON as president; J. M. CLEM as vice-president and FRANK NIX as secretary.

► A suit for \$500,000 damages for alleged slander and libel has been brought against *McCall's* magazine and Dr. WILLARD E. GOSLIN, by Lucille Crain, editor of the Educational Reviewer.

► O. Q. CLAPLIN, a member of the school board of Kansas City, Kans., for 22 years, died at a hospital on October 13. As a member of the board he served as chairman of the janitors' committee and as a member of the purchasing and building committees.

► NOLAN D. PULLIAM is the new superintendent of schools at Stockton, Calif., succeeding Andrew P. Hill.

► The school board at Eureka Springs, Ark., has reorganized with DELBERT WEAVER as president; ORVILLE WORLEY as vice-president; and ELMER DAVIDSON as clerk.



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INTERNATIONAL BUSINESS MACHINES

SCHOOL BOARD JOURNAL for DECEMBER, 1951

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In Carefully Graded Sizes

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Heywood-Wakefield School Furniture Division  
Menominee, Michigan.

## NEW PUBLICATIONS for School-Business EXECUTIVES

### The Fundamentals of Public School Administration

By Ward G. Reeder. Cloth, xv-756 pp., \$5. The Macmillan Company, New York, N. Y.

This book which is now in its third revised edition, has been notable for limiting itself to the practical theories of school administration which school executives and school boards need in finding solutions to the ever recurring problems of managing and operating city and village school systems. There is strong emphasis on the "how" and "what" to do, and the proposals made are backed by the author's long years of observance of, and participation in, successful practices. The book has a down-to-earth realism which is emphasized by the numerous references to present-day practices, established precedents, and school laws. School board members and business executives will find especially useful the sections devoted to school board organization and to the administration of financing, budgeting, accounting, supplies management, insurance, and related topics. It is to be regretted that space limitations require the author to touch upon only fundamentals; many of the topical presentations would gain in a longer argument of the pros and cons.

### Interim Civil Defense Instructions for Schools

Compiled by the Federal Civil Defense Administration. Paper, 26 pp., August, 1951. Federal Civil Defense Administration, Washington, D. C.

Contains materials which will aid in making long-range programs for civil defense instruction in schools and colleges. It takes up personnel, training, shields and shelters, protection of buildings, equipment, home and school relations, community service, and evacuation.

### Financial Proposals Submitted to Ohio Voters by Boards of Education in 1951

By John H. Herrick and Arthur E. Wohlers. Paper, 30 pp. Published by the Bureau of Educational Research, Ohio State University, Columbus, Ohio.

This report provides for the twenty-fifth year complete fiscal information relative to Ohio city and exempted village school districts and local school districts. It shows that a total of 252 bond issues were submitted in city, exempted village, and local districts in 1951. The total amount of these bond issues was \$101,580,968. The number of districts submitting levies was 756.

### Keystones of Good Staff Relationships

By Ellsworth Tompkins. Paper, 16 pp., 15 cents. Published by U. S. Government Printing Office, Washington 25, D. C.

Good staff relationships go hand in hand with effective and democratic internal school management. How to achieve some of the beneficial characteristics of a small organization is a major problem for large schools. This pamphlet suggests a total of 12 keystones based on reported and observed practice in 47 public high schools designated as leaders in education and having good staff relationships.

### School Salary Schedule Provisions, September, 1951

Issued by the Research Division, National Education Association, Washington 6, D. C.

A report on salaries for regular classroom teachers in cities over 200,000 population. The report lists the minimum and maximum salaries for all teachers, as well as the salary increments to become effective January 1, 1952.

### Status of Unit and Multiple Executive Plans in Cities of 30,000 and Over Population

Bulletin No. 6, August 1951. Paper, 23 pp., 50 cents. Published by the Research Division, National Education Association, Washington 6, D. C.

Should the administration of a city school system be unified in one officer, or should there be two or more administrative units, separating the business or other functions from the instructional department? The present bulletin offers definite information regarding the type of administrative organization existing in individual school systems. Three types of organizations are described: (1) the unit or single executive plan where the superintendent is chief executive; (2) Type B, a modified single executive plan, where two or more persons, including the superintendent report to the board; (3) Type C, the multiple plan, where the superintendent and one or more

executives of equal authority report directly to the board. It was found that 251 (75.8 per cent) of the school systems are classified as Type A, 50 (15.1 per cent) as Type B, and 30 (9.1 per cent) as Type C.

### Salaries Paid Teachers, Principals, and Other School Employees, 1950-51

Paper, 54 pp., \$5. Published by the National Education Association, 1201 Sixteenth St. N.W., Washington 6, D. C.

Contains full data on salaries paid teachers, principals, and others in 278 cities, 30,000 to 100,000 in population.

### Our Investment in Public Education a Challenge to School Finance

Compiled under the direction of F. H. McKelvey, director and general chairman of the Conference on Educational Administration. Paper, 60 pp. Published by the Center for Educational Service, College of Education of Ohio University, Athens, Ohio.

This report of the Annual Conference on Educational Administration takes up the financing of public education in Ohio as a major educational problem. The subject is intensified by the demand for better educational programs and facilities, the increasing school population, and the prevalence of, inadequate methods of school support. In the Conference, Dr. Seymour E. Harris discussed educational support in relation to the national economic situation; R. M. Eyman presents Ohio school finance problems; and Dr. Alfred M. Simpson takes up the nature of the challenge to adequate school finance.

### Legal Status of the School Superintendent

Paper, 44 pp. 50 cents. Research Division, National Education Association, 1201 Sixteenth St. N.W., Washington 6, D. C.

An analysis of the legal status of city and county superintendents, prepared from present-day state codes. Section I gives an over-all view of the superintendency; section II concerns the general legal status of the superintendent; section III points out the qualifications of eligibility for the position of superintendent; section IV tells how superintendents are selected; section V takes up the legal determination of the amount of salary to be paid for the position; section VI lists the statutory powers and duties of superintendents in all states; section VII lists the conclusions and offers an evaluation of the findings.



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Monroe Calculating Machine Company, Inc., General Offices, Orange, N. J.

## CITIZENS' CORPORATION BUILDS SCHOOL

(Concluded from page 31)

Public Instruction by an order issued in March, 1949.

The three school units proposed to lease the building from the Corporation, at an annual rental of \$52,500 per year, payable in semiannual installments on January 1 and July 1 in each year, beginning with the date of completion of the building.

The plans and specifications for the building were prepared by Messrs. Hamilton & Graham, architects, of Muncie, Ind. The contracts for construction of the building were awarded and the total cost of construction of the entire plant, equipment, plus all inci-

dental expenses, including architects' and attorneys' fees, and the first year's interest on the bonds was \$831,000.

The building was occupied on the Monday after Thanksgiving, 1950. It has 21 classrooms, which include shop, home economics, vocational training rooms, and facilities for physical education. It is of the most modern type, completely fireproof, and was constructed in accordance with plans which had been approved by the State Board of Health, the State Fire Marshall, and the Superintendent of Public Instruction.

The entire project is outstanding as it was proposed, developed, and carried through to completion by the organized effort of the people of the three communities with such outside expert advice as they sought. Today the

project is about 99 per cent completed. It is not only a fine school building but it stands as proof of what a community can do when they desire better educational facilities and have limited bonding powers.

## FRANK COSTELLO PASSES

Frank Costello, for years president and chief owner of the Weber Costello Company, Chicago Heights, Ill., died in Colorado Springs, October 20, and was buried in Chicago, October 24.

Mr. Costello who was a very retiring person, was born in Chicago, March 18, 1889, the youngest son of T. H. Costello, one of the founders of the Weber, Costello business. He attended school in Chicago and went to work at the factory about 1917. In 1919, health compelled him to move to Colorado, where he spent the rest of his life, returning each year to spend such time with his family and with his business as his health allowed.

He became president of the corporation following the retirement of Frank Weber, son of the senior founder of the Company. As president, he interested himself entirely in the over-all policies and the financial problems of the Company.

## OFFICERS FOR THE AASA

The American Association of School Administrators has announced the nominations for officers of the Association for the new term beginning March 15, 1952.

E. Leslie Bowsher, Toledo, Ohio, Jordan L. Larson, Mt. Vernon, N. Y., and Virgil M. Rogers, Battle Creek, Mich., were nominated for president.

For the office of president-elect for the new term Lawrence G. Derthick, Chattanooga, Tenn., William Lemmel, Baltimore, Md., and Paul Loser, Trenton, N. J., were nominated.

For vice-president, Irby B. Carruth, Austin, Tex., George D. Hann, Ardmore, Okla., and Pearl A. Wanamaker, Olympia, Wash., were nominated.

## COMING CONVENTIONS

Dec. 6-7. *Washington State School Directors' Association*, at Spokane, Wash. Secretary, Elmer W. Stanley, Olympia. Attendance, 500.

Jan. 22-24. *Manitoba School Trustees Association*, at Winnipeg, Canada. Secretary, Robert Love, Melita, Man. Attendance, 650.

Jan. 25. *Oklahoma State School Boards Association*, at Oklahoma City. Secretary, H. E. Wrinkle, Norman. Attendance, 300.

## PERSONAL NEWS OF SCHOOL BOARD OFFICIALS

► FIORE PETRICONE has been re-elected chairman of the school board at Torrington, Conn. JAMES R. GILSON was named secretary.

► BURTON REED has been elected chairman of the school board at East Haven, Conn.

► The school board at New Milford, Conn., has reorganized with GEORGE E. WELLS as chairman, and EDWIN J. EMMONS, JR., as secretary.

► WILL L. SCHWEHR, a member of the board of education of St. Louis, Mo., died suddenly of a heart attack on November 6. Mr. Schwehr was an active member of the board since 1947, and served one term as president. He was active in support of legislation to enable the board to establish the unit control plan of administration.

► The school board at Stonington, Conn., has reorganized with THOMAS DUNN as chairman of the board, and HENRY R. PALMER as secretary. MRS. ELEANOR DONAHUE and HENRY R. PALMER are the new members.

► J. LEE RANKIN has been elected vice-president of the board of education of Lincoln, Neb., to succeed the late Stanley G. Zemer.

► The school board of Eldorado, Ark., has reorganized with BOLIVAR ALLEN as president; JIMMY SINOTT as vice-president; J. L. WARD as secretary; and HARRY W. CAWTHORN as treasurer.

► DR. D. M. BURNS has been named vice-president of the board at North Little Rock, Ark. WILLIAM LAMAN was made secretary.

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**Floor-San**  
cleans  
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**Floor-San®** avoids soap scum

FLOOR-SAN has been improved so that no matter how hard the water you use may be, there is no soap scum or hard water curd formed. That means the "ring around the bath tub" and the film that dulls your floor or walls is banished. Floor-San now contains complete water hardness controls. There is no undesirable reaction with hard water. None of the cleaning power of Floor-San is lost. It's safe on any surface that will stand water . . . and it's a safe bet that Floor-San will save many cleaning dollars. Try it.



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Costing less than 50c a day to operate, the Wallmaster cleans any washable surface, including painted rough brick, moulding, panelling and stippled walls three times faster than the bucket and sponge method.

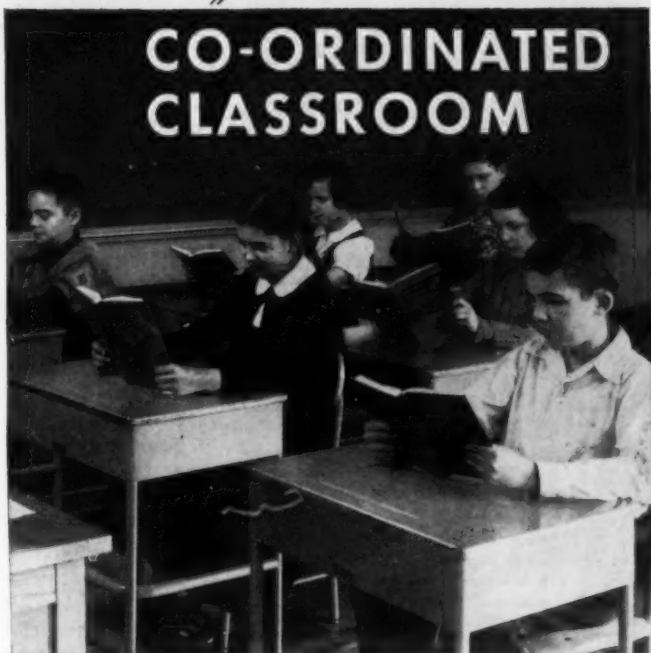
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  - *Second*—they are built in a wide range of correctly proportioned sizes to provide proper seating for children of all ages from kindergarten to college—and they are easily interchanged to suit every pupil without bothersome adjustments.
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- NORCOR Tubular Desks and Chairs are ideal for modern classroom arrangements!

**NORCOR DeLuxe DESK CHAIR**

Here is the strength and rigidity required for long, dependable economical service, with easy mobility for the flexible classroom.

- Angle Steel Construction—Sturdy as a skyscraper
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Your chalkboard is a very necessary teaching tool. Preserve that board by using HYGIEIA Dustless Chalk. It helps protect precious eyesight by marking clean, white and more legibly...HYGIEIA Chalk contains no grit, clay or grease. It is absolutely DUSTLESS and noiseless and erases quickly and cleanly.



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**BE RIGHT—SPECIFY  
OLD FAITHFUL PRODUCTS**

The **American Crayon Company**  
Sandusky, Ohio New York

## NEW YORK STATE AGAIN ENDORSES MERIT PRINCIPLE

(Concluded from page 28)

standards is being very generally used. This pattern includes: (1) a listing of major teaching services; e.g., meeting personal and social needs of pupils, providing for individual differences, etc.; (2) a sample list of specific evidences under each item of service; these evidences are largely confined to observable teaching practices and pupil behaviors which indicate that the standards or objectives are being met. For example, the active participation of pupils in committee groups with pupil chairmen would be accepted as one evidence that the teacher is providing opportunities for leadership, social competence, etc. The assembling and recording of an adequate quantity of such observed objective evidence for each teacher over a period of years, is an integral part of the merit plan.

A considerable degree of protection from possible hazards which have characterized the imposed type of rating in the past, was incorporated in the New York plan. The keeping of cumulative records of objective evidence over a period of years, the teacher's privilege of contributing to and having access to the record, and the basing of final appraisals exclusively on such records all tend to objectivity in the evaluation process. These conditions, plus the teacher's right to appeal, promote fairness to the teacher and defensibility of decisions by the school authorities.

In locally adopted standards of teaching service the emphasis has clearly been on direct service to pupils. Other types of teacher activities which have been included are: assistance with youth activities in the community, nonschool activities such as nonteaching experience which results in improved service to pupils, and advanced training or travel which improves teaching.

### Extent of Merit Principle Application

As to the extent to which the school districts of the state have actually evaluated the quality of service rendered by their teachers in keeping with the over-all state plan, the State Education Department studies show that of the 687 school districts reporting (85 per cent of all districts affected) 343 or 50 per cent had no occasion to make promotional selections in 1950 by virtue of one of two local conditions: (1) local schedules which guaranteed automatic increments to or above the state promotional maximums, or (2) no teachers at promotional points on the schedule who required consideration. Of the remaining districts for which the law had become more fully applicable in 1950, 84 per cent reported that locally adopted standards had been applied, evaluations of

teaching made, and promotional decisions reached on the basis of merit.

Many districts granted promotional increments to all teachers who were eligible in terms of step placement and years of service. In the districts in which promotional selections were actually made, i.e., in which some, but not all, eligible teachers were promoted, 3510 teachers eligible for promotional increments were involved. Of these 2170 or 62 per cent were promoted.

In view of current economic conditions and teacher shortages it cannot readily be determined whether the districts which have elected to make their schedules fully automatic and other districts which, in actual practice, granted increments to all teachers, did so because of their rejection of the merit principle or merely because of the necessity for higher salaries and more automatic increments to recruit and hold their teachers.

### Merit Principle Endorsed

In brief, it appears that New York is satisfied from its four-year experience that a merit salary schedule for teachers is desirable and can be workable.

The 1951 salary law, which retains provisions for application of the merit principle, was officially endorsed by the executive and legislative branches of the state government, by the New York State School Boards Association, the New York State Teachers Association, and many other professional and lay groups. While these various groups have supported the 1951 legislation, in which the merit principle is retained, there is general agreement that much remains to be done in the development of more refined procedures for the evaluation of teaching and the application of such evaluations to salary determination. Recognizing this situation, the 1951 law provides a one-year period for the development of new or revised local evaluation plans before merit promotions are required under the new schedules. It appears, however, that the relating of teachers' salaries to teaching competence in New York State will remain a state-wide policy for the foreseeable future.

### THE SCHOOL FURNITURE PROBLEM

(Concluded from page 43)

sample was built and submitted. It received the unanimous approval of the group studying the problem. Our instructional division immediately placed an order for 800 of these tables. As soon as the budget will permit, we plan to equip every typing room in the secondary schools and the City College with these tables.

This department feels that it has begun to make some progress in modernizing school furniture. There is still much work to be done and it is the opinion of this writer that school people themselves should lead the way.



## A RURAL SCHOOL PRINCIPAL MEETS HIS DISTRICT

(Concluded from page 40)

This is not to say that I have completed the process of meeting the district. It is a continuous process and will last as long as I am in my present position. Even though I may eventually succeed in meeting all the people now living here, there are always new families coming into the community. There are always changed conditions and new generations rising to meet them. It is probably not wrong to say that a school district, like the society of which it is a part, is not the same for two consecutive years. In a very real sense, then, a principal is always a new principal to some people, and is continually meeting his district, however long he may be in it.

In my case, however, the first meeting with my new district did not turn out to be difficult. It has been a refreshing and stimulating encounter — an experience I shall remember with pleasure.

## A CORRECTION

In a news note on page 76, of the October issue of the JOURNAL the name of V. Harry Jones appears. The correct name is V. Harry Rhodes, St. Louis, Mo.

## A Chair Designed to Make History

### NEW *Clarín* TABLET ARM CHAIR that FOLDS

Will make its mark as one of the most useful adjuncts to portable seating ever devised.

This FOLDING TABLET ARM CHAIR is just the thing for —

LECTURES  
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The arm is an integral part of the chair — NOT AN ATTACHMENT. It may be adjusted to several positions —

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No. 2317-WTA

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Steel Frame with  
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Available with Seat only or  
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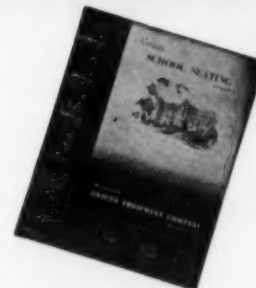
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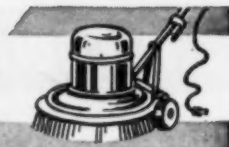
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## NEW SUPPLIES AND EQUIPMENT



### English Combination Lock and Cable Now Available

The Combo-Lock offers something new in keyless padlocks. No complicated dialing system to learn — simply use the magic number and presto it opens. No lost and forgotten key worries. Brass-plated combination cylinder, die-cast case, tempered steel shank — all reflect quality workmanship — are designed for years of tamper-proof, trouble-free service indoors or out. Each lock comes with its own secret number, one of 10,000 different combinations. A

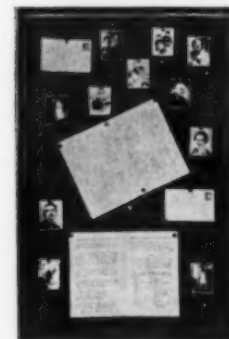


special 36-inch steel cable combines with the Combo-Lock to secure hard to lock items the safe way. Bicycles, luggage, powered lawn mowers, etc., can be fastened to immovable objects when left unattended. Gates and duffle bags can be closed tight in a neat and attractive manner.

Combo-Lock is being handled in the United States by *Daves Distributors, Section S.B.J., 5-7 Bow St., Cambridge, Mass.*

### Improved Cork Board Developed

A remarkable development that keeps cork boards clean five times as long, even under dusty conditions, is now being used in the entire Dav-Son line. Developed by one of America's largest companies, the new cork board is practically impervious to dirt and grease. The new, improved surface coating protects the board from hand marks during installation, as well as from dirt and grime during use. Constant use without painting or other surface refinishing are among



its advantages. It may be had with or without glass.

Further information regarding Dav-Son Cork Boards and Bulletin Boards, together with literature and prices, may be obtained by writing to *A. C. Davenport & Sons, Section S.B.J., 311 N. Desplaines Street, Chicago 6, Ill.*



NEW TYPE PENETRATING SEAL

### Plastic-Type Seal for Simplified Floor Maintenance

*Hil-TEX* is the trade name of a new penetrating seal recently released by the *Hillyard Chemical Company* of St. Joseph, Mo. Developed after many years of laboratory research, and field testing, *Hil-TEX* fills a longfelt need of schools, throughout the nation. Of particular interest to flooring and maintenance men is *Hil-TEX*'s resistance to oils, grease, fats, alcohols, water, soap and great number of aliphatic hydrocarbons such as, gasoline, mineral spirits, paraffin oil. . . . *Hil-TEX* is not affected by acid or alkaline salts present in certain flooring, ozone in the air, the fading action caused by Ultra Violet light (sunlight).

Additional information may be had from *Hillyard Chemical Company, Section S.B.J., St. Joseph, Mo.*

### First Items in Durable Pressed Tableware Announced

The first two items of what is expected eventually to be a complete line of pressed tableware are being introduced by Libbey Glass. The new items pictured above are



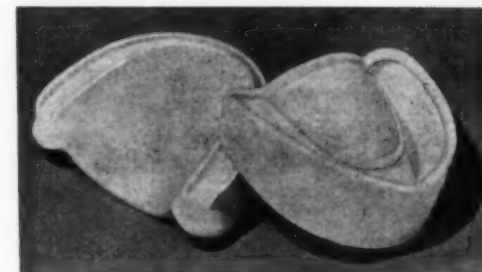
4½ ounce and 3½ ounce sherbet dishes. The new pressed ware line will be known as Libbey "Durapress" glassware to distinguish it from Libbey's "Safedge" line

of table products. School cafeterias will find the Durapress sherbets ideal for fruit cocktail, ice cream, puddings, and other desserts. As indicated by their name, Durapress sherbets are built to take rugged handling. Made of regular high quality Libbey glass, Durapress sherbets have true brilliance and high eye appeal. Economical in use, these new pressed items are smartly designed with smooth, rounded edges which lessen the possibility of chipping and make handling a pleasure.

Samples of Durapress sherbets can be obtained from *Libbey Glass, Section S.B.J., Toledo, Ohio.*

### Safety Mouth Protector For All Contact Sports

A professional model Safety Mouth Protector which allows the wearer to talk with it in place is now available. Looking very much like a pair of "store bought chop-pers," it is made of wintergreen flavored soft beige colored rubber made in three sizes. The regular will fit about 80 per cent of all high school, and college age athletes. The small and large models take care of those additional few who have un-



usually small or large sized mouths. Easily inserted or removed, and comfortable to wear, it offers protection to jaws, teeth, lips, checks, and tongue, where, statistics show, some 52 per cent of all football injuries occur. Furthermore, since its soft cushion separates the back teeth and absorbs most of the shock of a hard blow to the jaw, this particular protector helps protect the brain, and guards against concussion, or knockout.

For further information write to *W. J. Voit Rubber Corp., Section S.B.J., 1600 East 25th Street, Los Angeles 11, Calif.*

### Popular Set Now Designed for Holiday Use

The Prang Color Kit has undergone a number of changes in contents to adapt it more fully as a holiday item. The recent changes add even more to the value and acceptability of the kit. For example, a more helpful art book is included in the kit for the purpose of stimulating the imagination of the student or artist as well as developing his awareness to good design.

The new Prang Color Kit is manufactured by *The American Crayon Company, Section S.B.J., Sandusky, Ohio.*



## News About Manufacturers



AIR VIEW OF NAHMA, MICH.

► The nationally famous "town for sale" has been bought. Nahma, Mich., the village which was offered for sale earlier this year, was purchased by the American Playground Device Co., Anderson, Ind. Occupation of the plant facilities of the Bay de Noquet Co. will begin immediately. American Playground Device Co. officials do not intend to move their headquarters to Nahma, but to operate both installations. The purchase includes 4300 acres of land, a \$100,000 community center, several miles of railway, 102 dwellings, docks to accommodate ships with 14-foot draught, a 17-room hotel, a golf course, an eight-bed hospital, an airfield, a one-chair barber shop, an 80-bed boarding house and numerous industrial buildings. The extensive Lake Michigan frontage also offers tremendous possibilities for resort development. Products of the American Playground Device Co. include American Approved park, picnic, playground, swimming pool and dressing room equipment, in addition to flagpoles and bicycle racks. Organized in Terre Haute, Ind., in 1911 the company was moved to Anderson in 1915, and is now the largest manufacturer in its field in the world.

► Early buying of new school buses, with increased production and delivery in the first quarter of 1952, is imperative if a school bus shortage is to be averted. J. H. Shields, president of the national School Bus Body Manufacturers' Association, revealed in a recent interview. School bus buying and manufacture have always been heavily concentrated in the second and third quarters of the year, he explained, but this will not be possible in the year ahead because government allotments of steel and other materials for school buses are the same for each quarter of the year, and not carry-over from one quarter to another is permitted. Next year, if buying is delayed until the second and third quarters, many may be unable to get delivery in 1952, Shields said, since no school bus manufacturer can use more of these vital materials in one quarter than in another.

► As part of its expansion and modernization program, the Management of Hamilton Manufacturing Company, Two Rivers, Wis., announces that its new metal treatment and metal finishing plant is now in full operation. The completion of this new steel finishing department is the latest phase of an expansion and modernization program for the Hamilton factory that has been accomplished during the past three years.

► Official action in widely scattered sections of the country has recently given enormous impetus to the use of a new gypsum wallboard, Firestop Bestwall, a wallboard especially designed for long resistance to fire. It is the latest addition to the building products line of Certain-teed Products Corporation, Section S.B.J., Ardmore, Pa.

## Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

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121	American Radiator & Standard Sanitary Corp.... 10	1222	Monroe Calculating Machine Co. .... 65
122	American Seating Co..... 67	1223	Nelson Division, Herman, American Air Filter Co.... 9
123	American Structural Products Company ..... 17	1224	Nesbitt, Inc., John J... 4th cover
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1211	Griggs Equipment Company 69	1232	Sheldon Equipment Co., E. H. .... 51
1212	Heywood-Wakefield Co.... 64	1233	Steele Mfg. Co., Oliver C... 8
1213	Hillyard Sales Companies.. 62	1234	Superior Coach Corp... 60 & 61
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400 North Broadway, Milwaukee 1, Wis.

1951

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# MENU MARVELS

*When there is better  
Sexton will have it!*



*For greater guest  
pleasure and profit!  
Insured results by  
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## Will your new school building have "Automatic Fidget Control"?

We know that a school building, by itself, cannot completely calm or control your little "jumping jacks." Children are just *naturally* restless.

But controlled classroom tests show that a great majority of children exhibit a marked improvement in study habits when placed in a more favorable environment. They learn faster, are able to concentrate longer, are easier to handle, when moved from stuffy, overheated surroundings to classrooms in which level temperatures, adequate fresh air and proper humidity are provided.

Knowing this, more and more school officials are insisting on modern Honeywell automatic controls for their new schools. Honeywell equipment has

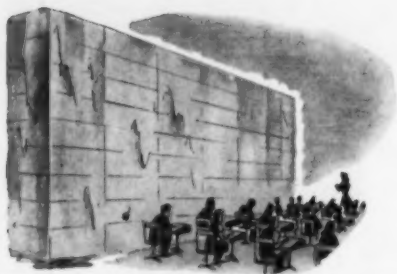
*proved* more accurate, more dependable. Honeywell controls are simpler, too—consistently cost less to maintain. And Honeywell serves you with the largest, most widespread staff of control experts in the industry.

You owe it to your students *and* your budget to get all the facts and figures about Honeywell controls for *your* new school. It's easy to do. Simply call your local Honeywell office. Or write Honeywell, Dept. AJ-12-218, Minneapolis 8, Minnesota. Why not do it *today*!

MINNEAPOLIS  
**Honeywell**

*First in Controls*



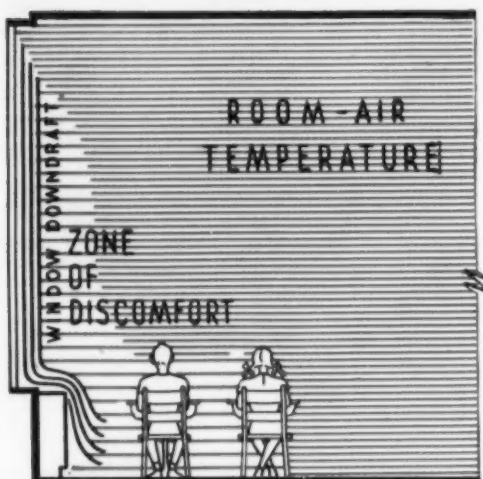


Will your system be **ABLE** to cope with the window "wall-of-ice" in the classroom?

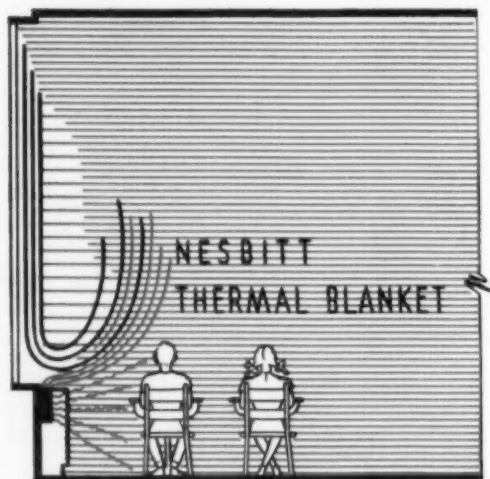


Showing the Nesbitt Syncretizer with Wind-o-line Radiation extending from both ends of the ventilating unit—positive protection against window downdraft.

## How *Comfortable* will be your new SCHOOLROOM UNIT VENTILATING SYSTEM?



With room-air temperature evenly maintained, the downdraft from large windows on cold days may remain the robber of comfort for pupils.



Nesbitt Syncretizer and Wind-o-line Radiation temper the window downdraft, raise it out of the impression range, improve thermal balance.

*If* thermal comfort depended alone upon the classroom air temperature, your choice of ventilating units would be relatively easy . . .

*but* since you know that the *radiant temperature differential* of surrounding walls and surfaces is equally important in its effect on overall thermal comfort, you need to remember:

1. The basic cause of low surface temperatures in cold weather is the large window area in the modern classroom.
2. The sound solution to the chilling effect of the downdraft created by this "wall-of-ice" is to release heat over the surface.
3. In any classroom in which the window downdraft is not adequately protected by the unit ventilator alone, you need the Nesbitt Syncretizer and Wind-o-line Radiation.

Wind-o-line fin-and-tube radiation is installed to extend from both ends of the unit ventilator for the full length of the windows, at the sill line—and continued, if required, along cold outside walls. It is controlled in cycle with the Syncretizer to release a small quantity of heat—sufficient to temper and raise the downdraft and protect occupants by a "thermal blanket." Wind-o-line may be wall-hung in its own grilled casing, or recessed in a channel of the storage cabinets when such are to be integrated with the Nesbitt Syncretizer.

Send TODAY for Publication 264

# NESBITT *Syncretizer* and Wind-o-line Radiation

The Nesbitt Syncretizer, Wind-o-line Radiation, and The Nesbitt Package are sold by John J. Nesbitt, Inc., Phila. 36, Pa., and by American Blower Corporation.



